

English Home Language Grade 4

By:

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C O N N E X I O N S

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Table of Contents

1 Term 1	
1.1	The lion and the mouse 1
1.2	It's good to read 4
1.3	A book display 7
1.4	Quiz 11
1.5	Summaries 14
1.6	MORE AESOP'S FABLES 18
2 Term 2	
2.1	About creepy stories 23
2.2	PHOBIAS 28
2.3	Sharks! 33
2.4	Writing a cinquain 39
2.5	Pandora's Box 41
2.6	I am who I am 46
2.7	How observant am I? 50
2.8	About children in some other countries 53
2.9	Some festive days 59
2.10	The apostrophe and synonyms 62
3 Term 3	
3.1	The jungle olympics 69
3.2	The animal olympics 72
3.3	How tennis began 77
3.4	Scripts, poetry, interviews 79
3.5	A letter to my sport hero 84
3.6	Nouns and adjectives 87
3.7	Wobblefluffs and Skinnibones 92
3.8	Compare the Wobblefluffs and Skinnibones 96
3.9	A hamster in my desk? 101
3.10	Verbs, prefixes and adverbs 104
3.11	Parts of speech 110
3.12	My book review 113
4 Term 4	
4.1	Tucker the strawberry lover 117
4.2	Words and tastebuds 121
4.3	My own milkshake 125
4.4	The past tense and punctuation 130
4.5	Adjectives and proverbs 135
4.6	Food sayings 139
Attributions 141

Chapter 1

Term 1

1.1 The lion and the mouse¹

1.1.1 ENGLISH HOME LANGUAGE

1.1.2 Grade 4

1.1.3 BOOKS, FOR THE MIND

1.1.4 Module 1

1.1.5 THE LION AND THE MOUSE

1.1.5.1 Activity 1

1.1.5.2 To know the meaning of words such as author, characters, theme and storyline [LO1.2]

EDUCATOR: Choose a well-loved story that is known to your class and read it to them. This may be from a previous class reader or a popular library book. There needs to be more than two main characters and a straightforward storyline.

The dramatic reading of this story should be between three and four minutes long. Use this as a demonstration of how to create atmosphere and captivate an audience with your voice.

LEARNERS: You will probably have heard or read this story before. Now you need to listen very well while you enjoy hearing it again. You will be expected to answer some questions immediately after having listened to your teacher reading the story to you.

Just to be sure that you are not caught napping, let's check your vocabulary. Do you know what is meant by each of the following? Decide with the help of your group.

- Author
- Main characters
- Theme
- Storyline

Don't waste any time! Grab your pencil and complete the table on the following page while the information is still fresh in your memory. Be neat and precise.

Author
Main characters
.....
.....

¹This content is available online at <<http://cnx.org/content/m26990/1.1/>>.

Theme
Storyline

1.1.5.3 Activity 2

1.1.5.4 To enjoy listening to a story [LO 1.1]

EDUCATOR: Read a short Aesop's Fable to the class and end off with the moral. Read the whole story once more.

LEARNERS: Listen attentively to the short story and then complete the piece below by filling in the missing words. The more carefully you listen, the easier it will be to decide on the missing words. Remember, be ready to start the exercise the moment your teacher gives you the signal.

THE LION AND THE MOUSE

A lion was sleeping in his A ran into the den. It ran up onto the lion's head and sat on its

The lion woke up. It was very It grabbed the mouse in its mighty How dare you wake me up! I'll you for this!" roared the lion.

The mouse was very It said, "Please don't eat me. Please let me go. I did not mean to wake you up. If you let me go, who knows, maybe one day I will be able to you."

When the lion heard this, it laughed. It thought it was a great How could a skinny little mouse help the of Beasts? But he let the little mouse go , and the mouse ran as fast as it could out of the den.

A few days later, the mouse was out looking for It came upon the lion caught up in a big The net was a trap, set by The lion struggled to get free. But the more it struggled, the the net became.

"Lie still," said the mouse to the lion.

Then the mouse bit a small hole in the net with its sharp The mouse chewed and chewed and chewed. Soon the small hole was enough for the lion to put its paw through. Soon the lion had two paws free. The mouse kept chewing and chewing at the net, and soon the lion was free from the

"There," said the mouse, "that's how a little mouse can a great lion."

MORAL: ONE TURN DESERVES ANOTHER.
NOW LISTEN ATTENTIVELY

A lion was sleeping in his den. A mouse ran into the den. It ran up onto the lion's head and sat on its paw. The lion woke up. It was very angry. It grabbed the mouse in its mighty paw.

"How dare you wake me up? I'll kill you for this!" roared the lion.

The mouse was very scared. It said, "Please don't eat me. Please let me go. I did not mean to wake you up. If you let me go, who knows, maybe one day I will be able to help you."

When the lion heard this, it laughed. It thought it was a great joke. How could a skinny little mouse help the King of Beasts? But he let the little mouse go free, and the mouse ran as fast as it could out of the den.

A few days later, the mouse was out looking for food. It came upon the lion caught up in a big net. The net was a trap, set by hunters. The lion struggled to get free. But the more it struggled, the tighter the net became.

“Lie still,” said the mouse to the lion.

Then the mouse bit a small hole in the net with its sharp teeth. The mouse chewed and chewed and chewed. Soon the small hole was big enough for the lion to put its paw through. Soon the lion had two paws free. The mouse kept chewing and chewing at the net, and soon the lion was free from the trap.

“There,” said the mouse, “that’s how a little mouse can help a great lion.”

MORAL: ONE GOOD TURN DESERVES ANOTHER.

1.1.5.5 Activity 3

1.1.5.6 To show understanding of what has been read [LO 3.5]

LEARNERS: Now that you have the original version, check the words that you chose to fill the blank spaces with the ones used here. Then take a look at the five summaries of the story below. Only one is correct. Identify the correct one by highlighting it.

1. The story is about a mouse that proved he was as strong as a stupid lion.
2. The story is about a cunning lion that promised to help a mouse, but did not.
3. The story is about a clever mouse that helped some hunters trap a lion.
4. The story is about a clever mouse that helps a lion to get out of a trap.
5. The story is about a clever mouse that gets his own back on a cruel lion.

1.1.6 Assessment

LEARNING OUTCOME 1: LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports);

1.2 discusses the central idea and specific details of the text and relates them to own experience.

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.5 shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts.

1.1.7 Memorandum

Activity 1

Author	Arthur Rackham (this version)
Main characters	Cinderella, Prince, stepmother, 3 ugly sisters, Fairy godmother
Theme	Love story
Storyline	Cinderella goes to the palace ball and meets the prince. At midnight she runs home, but loses her slipper. The prince finally finds her and they marry.
This is an OPEN MEMO. If Cinderella was chosen, the answers are as shown above.	

Table 1.1

Activity 2

THE LION AND THE MOUSE

A lion was sleeping in his **den**. A **mouse** ran into the den. It ran up onto the lion's head and sat on its paw.

The lion woke up. It was very **angry**. It grabbed the mouse in its mighty **paw**.

"How dare you wake me up! I'll **kill** you for this!" roared the lion.

The mouse was very **scared**. It said: "Please don't eat me. Please let me go. I did not mean to wake you up. If you let me go, who knows, maybe one day I will be able to **help** you."

When the lion heard this, it laughed. It thought it was a great **joke**. How could a skinny little mouse help the **King** of Beasts? But he let the little mouse go **free**, and the mouse ran as fast as it could out of the den.

A few days later, the mouse was out looking for **food**. It came upon the lion caught up in a big **net**. The net was a trap, set by **hunters**. The lion struggled to get free. But the more it struggled, the **tighter** the net became.

"Lie still," said the mouse to the lion.

Then the mouse bit a small hole in the net with its sharp **teeth**. The mouse chewed and chewed and chewed. Soon the small hole was **big** enough for the lion to put its paw through. Soon the lion had two paws free. The mouse kept chewing and chewing at the net, and soon the lion was free from the **trap**.

"There," said the mouse, "that's how a little mouse can **help** a great lion."

MORAL: ONE GOOD TURN DESERVES ANOTHER.

Activity 3

4. The story is about a clever mouse that helps a lion to get out of a trap.

1.2 It's good to read²

1.2.1 ENGLISH HOME LANGUAGE

1.2.2 Grade 4

1.2.3 BOOKS, FOR THE MIND

1.2.4 Module 2

1.2.5 IT'S GOOD TO READ

1.2.6 Activity 1

1.2.7 To prove enjoyment of reading a variety [LO 3.1.1]

LITERATURE MEMORIES

²This content is available online at <<http://cnx.org/content/m27001/1.1/>>.

The brain is an amazing organ. No computer designed by man can beat it. You have so many memories stored within your brain. What you need to do for this exercise is call back some of your **literature memories**. All those stories you have ever heard or read need to be recalled. See how good your memory is by listing books, characters or authors you know.

MY FAVOURITES

BOOK

AUTHOR.....

CHARACTER

NURSERY RHYME

POEM

CARTOON CHARACTER

1.2.8 Activity 2

1.2.9 To describe how you feel about a book and give reasons for it [LO 3.3]

READING AND VIEWING

Let's see if you can use your powers of observation and put **your opinion** on the line.

In order to do this you will need to collect some **book reviews** (movie reviews will also help) from magazines and newspapers. Discuss within your group what a book review is and how you would go about making one of your favourite book. Decide what method you plan to use to evaluate your book - what scale (1 to 4?) and what symbol (**?)

Now that you have all the necessary information at your fingertips, JUST DO IT.

What you need to do

- Choose your book
- Tantalise your reader with snippets of the storyline without giving too much away.
- Rate the book using your chosen scale and symbols. Your teacher will supply you with special paper for this task.
- Exchange your book and book review with your group members.
- After reading the new book, rate it according to **YOUR OPINION**.

1.2.10 Activity 3

1.2.11 To read a word puzzle [LO 3.11]

Word sleuth

S	H	O	R	T	S	T	O	R	I	E	S	Q	W	C	T	V
F	G	K	Y	H	L	W	D	C	G	Z	B	F	M	H	U	X
B	I	O	G	R	A	P	H	Y	J	A	N	I	M	A	L	
J	K	R	K	Q	E	C	Y	S	M	Z	Q	C	W	R	S	E
N	Y	O	E	I	F	G	R	P	P	W	R	T	X	A	J	R
O	T	M	N	J	A	U	T	H	O	R	P	I	M	C	P	U
N	W	A	B	K	M	X	V	U	E	G	M	O	J	T	L	T
F	G	N	C	B	I	A	J	Q	T	K	N	N	I	E	K	N
I	R	C	D	T	L	G	X	I	R	Y	P	W	X	R	P	E
C	I	E	A	L	Y	K	T	Z	Y	P	Q	F	S	S	S	V
T	W		E	L	O	L	K	J	B	L	U	T	H	M	H	D
I	X	V	P	R	E	V	I	E	W	A	I	L	D	G	R	A
O	O	U	O	X	Z	G	P	V	K	Y	R	A	F	J	M	T
N	V	T	W	S	G	H	O	S	T	S	T	O	R	I	E	S

Table 1.2

The words hidden in the block are all to do with books. They are hidden horizontally, vertically and diagonally. See how many you can find.

Hidden words

author adventure biography

characters family ghost stories

non-fiction novel plays

poetry review romance

short stories title

1.2.12 Assessment

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.1 reads independently using a variety of reading and comprehension strategies appropriate for different purposes;

3.3 describes feelings about the text (factual or literary, visual or multimedia), giving reasons;

3.11 interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another (e.g. graph to explanatory paragraph).

1.3 A book display³

1.3.1 ENGLISH HOME LANGUAGE

1.3.2 Grade 4

1.3.3 BOOKS, FOR THE MIND

1.3.4 Module 3

1.3.5 A BOOK DISPLAY

1.3.5.1 Activity 1

1.3.5.2 To discuss and compare different opinions [LO 2.1.7]

1.3.5.3 To respond with and show respect to others [LO 2.2.5, 2.2.8]



Figure 1.1

What you need to do

- As a group, decide on a theme. You could, for example, choose **an author** like Beatrix Potter and display a number of her books or you could choose **a cartoon character** like Garfield and display a variety of comic strips and annuals about him. You could even choose a topic like gardening and display books to encourage gardening as **a hobby**.
- Collect your books/magazines/comics and plan your display.
- Supply information cards so that the viewer can be guided to note special details of your display. Your teacher will supply the paper for the information cards.

The quiz

- Set up the **questions** that your viewer will be able to answer from the information supplied on your display.

.....

.....

.....

.....

.....

.....

.....

- Draw up a memorandum so that you can mark the **answers**.

³This content is available online at <<http://cnx.org/content/m28438/1.1/>>.

.....

.....

.....

.....

.....

.....

.....

.....

1.3.5.4 Activity 2

1.3.5.5 To treat others with respect in group work [LO 2.2.8]

1.3.5.6 To speak clearly and at a good pace [LO 2.3.3]

1.3.5.7 SPEAKING

FEED YOUR MIND AND SHARE YOUR SNACK WITH YOUR FRIENDS

What you will need

- Your favourite book or story or character from a story
- A **two-minute** presentation - no costumes at this stage (you will be timed, so practise this at home!)

What you will do

- Bravely present your two minute “snack” to your group
- Be creative and original – WOW your audience!
- Sell your product!

What the group will do

- Look and listen
- Adjudicate - make a grid, like the example below, for each presenter.

1 = boring 2 = so-so 3 = good 4 = Oscar performance!

NAME:					
<ul style="list-style-type: none"> • Creativity and originality 	1	2	3	4	
<i>continued on next page</i>					

• WOW	1	2	3	4	
• Audibility	1	2	3	4	
• Audience contact	1	2	3	4	

Table 1.3

After every actor has had a chance to perform, vote for the Oscar Award Winner from your group. Cast your votes NOW. These actors then perform for the whole class to round off the “show”.

NEXT UP - You'll have to do some homework.

Now don't panic. All actors get to go home and study their script for the next day. Your teacher will supply the script (an Aesop's Fable) and all you have to do is read it thoroughly. Be sure you know the storyline and characters. Imagine how you would stage the story. Practise some moves. For tomorrow you will have to discuss the scene with your group and pool your ideas. Yes, you are going to make the Fable come alive!

Tips

- Make use of a storyteller (narrator).
- Give every group member a part.
- There is a two-minute time limit.
- Energy and enthusiasm are vitally important.

1.3.5.8 Activity 3

1.3.5.9 To turn statements into questions and questions into statements [LO 6.2.4]

Create questions from the following sentences. The first one is done to give you the idea.

1. The crow dropped the cheese.

Did the crow drop the cheese?

2. The mouse saved the lion.

Was?

3. The geese are in trouble.

Are?

4. She thinks the grapes are sour.

Does?

5. Ants can work very hard.

Can?

6. The locusts were lazy.

Were?

Now do it in reverse. Change the questions into statements and remember to end off with a full stop.

1. Have they seen the flowers?

They have seen the flowers.

2. Were the police informed?
The
3. Is there a frog in the milk jug?
There
4. Will another fox come along?
Another
5. Was the traveller chilled by the wind?
The
6. Has an owl hooted tonight?
An

1.3.6 Assessment

LEARNING OUTCOME 2: SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.

1.3.6.1 Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

- discusses and compares own and others' ideas and opinions;
- uses interaction skills and strategies for working in groups;

2.2.5 responds to others' ideas with empathy and respect;

2.2.8 shows respect for others in the group;

2.3 uses appropriate body language and presentation skills;

2.3.3 uses audible volume, pauses appropriately, and speaks at reasonable pace.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

1.3.6.2 Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.4 uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations).

1.3.6.3 Memorandum

Activity 3

1. Was the lion saved by the mouse?

1. Are the geese in trouble?
2. Does she think the grapes are sour?
3. Can ants work very hard?
4. Were the locusts lazy?

- The police were informed.

1. There is a frog in the milk jug.

2. Another fox will come along.
3. The traveller was chilled by the wind.
4. An owl has hooted tonight.

1.4 Quiz⁴

1.4.1 ENGLISH HOME LANGUAGE

1.4.2 Grade 4

1.4.3 BOOKS, FOR THE MIND

1.4.4 Module 4

1.4.5 QUIZ

QUIZ

1.4.5.1 Activity 1

1.4.5.2 To ask and answer questions [LO 2.1.6]

1.4.5.3 To write for playful and creative purposes [LO 4.1.1]

1.4.5.4 To ask questions to obtain information [LO 5.2.1]

You need to set up a quiz using your literature memory bank. To make it more interesting, arrange your questions under **FIVE** different headings such as COLOURS/ NUMBERS/ FAMOUS PAIRS/ WHO SAID/ WHO WROTE...

Example: How many bears lived in the house Goldilocks visited? What was the colour of Mary's lamb? Who said: "Not by the hair on my chinny, chin chin!"

The quiz must count out of 20 and must have **five different sections**.

	COLOURS
1.	
2.	
3.	
4.	
5.	

Table 1.4

	NUMBERS
1.	
2.	
3.	
4.	
5.	

⁴This content is available online at <<http://cnx.org/content/m28472/1.1/>>.

Table 1.5

	WHO SAID?
1.	
2.	
3.	
4.	
5.	

Table 1.6

	WHO WROTE?
1.	
2.	
3.	
4.	
5.	

Table 1.7

	SUPPLY THE MISSING PARTNER
1.	
2.	
3.	
4.	
5.	

Table 1.8

- Always remember to be original and creative.
- Make your quiz a fun challenge for the next person while having fun setting it up yourself!
- Supply a memorandum.

1.4.5.5 Activity 2**1.4.5.6 To rearrange information in the right order [LO 5.3.4]**

Now try matching up these famous pairs

Write your answers like this: **6 (d)**



Figure 1.2

PARTNERS		ANSWERS
1. ADAM	(a) DELILAH	
2. PUNCH	(b) TWEEDLEDEE	
3. JACK	(c) MARGARET	
4. SAMSON	(d) CLEOPATRA	
5. ROMEO	(e) JILL	
6. ANTHONY	(f) ODIE	
7. TWEEDLEDUM	(g) ROBIN	
8. TOM	(h) EVE	
9. DENNIS	(i) JULIET	
10. BATMAN	(j) JUDY	
11. GARFIELD	(k) JERRY	

Table 1.9

1.4.6 Assessment

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.6 asks and responds to questions.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks).

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

1.4.6.1 Assessment Standard

We know this when the learner:

- 5.2 uses language to investigate and explore:
- 5.2.1 formulates questions to assist in obtaining the required information;
- 5.3 processes information:
- 5.3.4 puts information in the right order.

1.4.7 Memorandum

PARTNERS		ANSWERS
1. ADAM	(a) DELILAH	1h
2. PUNCH	(b) TWEEDLEDEE	2j
3. JACK	(c) MARGARET	3e
4. SAMSON	(d) CLEOPATRA	4a
5. ROMEO	(e) JILL	5i
6. ANTHONY	(f) ODIE	6d
7. TWEEDLEDUM	(g) ROBIN	7b
8. TOM	(h) EVEN	8k
9. DENNIS	(i) JULIET	9c
10. BATMAN	(j) JUDY	10g
11. GARFIELD	(k) JERRY	11f

Table 1.10

1.5 Summaries⁵

1.5.1 ENGLISH HOME LANGUAGE

1.5.2 Grade 4

1.5.3 BOOKS, FOR THE MIND

1.5.4 Module 5

1.5.5 SUMMARIES

1.5.5.1 Activity 1

1.5.5.2 To identify the central idea of a story [LO 3.5]

1.5.5.3 To be able to understand and explain the moral meaning of a story [LO 5.1.3]

Read each of the following Aesop's Fables and then say in one sentence what the story is about.

Once you have learnt this skill, you will be able to use it to great success in your future studies.

THE GOOSE WITH THE GOLDEN EGGS

A farmer went to the nest of his goose to see whether she had laid an egg. To his surprise he found, instead of an ordinary goose egg, an egg of solid gold. Seizing the golden egg he rushed to the house in great excitement to show it to his wife. Every day thereafter the goose laid an egg of pure gold. But as the farmer

⁵This content is available online at <<http://cnx.org/content/m28475/1.1/>>.

grew rich, he grew greedy. And thinking that if he killed the goose he could have all her treasure at once, he cut her open only to find - nothing at all.

MORAL: THE GREEDY THAT WANT MORE LOSE ALL.



Figure 1.3

THE DOG AND THE SHADOW

One day a dog stole a piece of meat out of a butcher shop, and on his way to a safe place where he could eat it without interruptions, he had to cross a footbridge over a clear stream. Looking down he saw his own reflection in the water.

Thinking that the reflection was another dog with another piece of meat, and being a greedy dog, he made up his mind to have that also. So he snarled and made a grab for the other dog's meat.

As his greedy mouth opened, out dropped the piece of meat and it fell into the stream and was lost.

MORAL: A BIRD IN THE HAND IS WORTH TWO IN THE BUSH.

1.5.5.4 Activity 2

1.5.5.5 To tell a story and explain its moral [LO 2.1.2]

HERE IS A NEW CHALLENGE FOR YOU!

- See if you can find some more Aesop's Fables to read to the class.
- Complete the following Aesop's Fables titles:

1. The Hare and the T.....
2. The Fox and the G.....
3. The Country Mouse and the T.....
4. The F..... and the Crow.

- Once you have found the titles, tell the story of each of the four Fables above and then supply their *MORALS*.

1.5.5.6 Activity 3

1.5.5.7 To read and be able to respond to the information in stories [LO 3.1.1]

Read story A and then story B about THE THIRSTY CROW and then make your mark ([U+F0FC]) in the table on the next page.

THE THIRSTY CROW

Story A

A crow was very thirsty and wanted a drink of water. She could not see a pool of water anywhere. She flew round and round. Then she saw a big jug outside a house.

The crow flew down to the jug. She looked inside. There was a little water at the bottom of the jug.

She could not reach the water with her beak. She climbed onto the jug. She almost fell into it, but she could not put her beak into the water.

She tried to break it with her beak. But the jug was too strong.

She tried to knock it over, so that the water would run out onto the ground. But the jug was too heavy. It did not fall over. Now the crow was very tired. She thought she was going to die of thirst.

Then she had an idea. She saw some stones lying on the ground. She picked up a stone in her beak and dropped it into the jug. Then another, and another. The water rose higher every time a stone fell into the jug.

Soon the jug was nearly full of stones. The water came to the top. Then the clever crow had her drink.



Figure 1.4

Story B

The big, black raven wanted a drink. She saw a big jug with water at the bottom. She could not reach the water and wondered what to do.

“I know,” she said. “I shall put some stones in the jug. Then the water will come up to the top.”

After the first stone, the water rose a little. Then she put in another stone, and the water rose more. She put more and more stones in until the water came up to the top of the jug.

“Now I can reach the water. At last I can have a drink,” said the raven. So she had a very long drink.

MORAL: NECESSITY IS THE MOTHER OF INVENTION.

1.5.5.8 Activity 4

1.5.5.9 To read to find specific details [LO 3.1.3]

THE THIRSTY CROW: STORY A AND B

Complete the table

STATEMENTS	Story A	Story B	
1. The bird was thirsty.			
2. The bird was a female.			
3. The bird was a crow.			
4. The bird was a raven.			
5. The bird almost fell into the jug.			
6. The bird was helped by another animal.			
7. It was a hot day.			
8. The jug was big.			
9. The bird tried to break the jug.			
10. The bird thought she would die of thirst.			
11. The moral is: If at first you don't succeed, try, try, try again.			

Table 1.11

1.5.5.10 Assessment

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes;

2.1.2 uses language with ease for interpersonal communication in everyday conversation.

LEARNING OUTCOME 3: READING AND VIEWINGThe learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.1 reads independently using a variety of reading and comprehension strategies appropriate for different purposes;

3.1.3 scans for specific details;

3.5 shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts.

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 infers meanings that are not obviously stated and can explain how the meaning was conveyed.

1.5.5.11 Memorandum

Activity 1: THE GOOSE WITH THE GOLDEN EGGS

MY SUMMARY IN ONE SENTENCE.

A farmer who had a goose that laid a golden egg daily, became greedy and killed the goose to get all the eggs at once, only to find nothing and so lost everything.

OPEN MEMO, but above is an example.

Activity 2: HERE IS A NEW CHALLENGE FOR YOU!

- The Hare and the **Tortoise**.
- The Fox and the **Grapes**.
- The Country Mouse and **TownMouse**.
- The **Fox** and the Cow.

THE THIRSTY CROW: STORY A AND B

STATEMENT	STORY A	STORY B
1. The bird was thirsty.	✓	✓
2. The bird was a female.	✓	✓
3. The bird was a crow.	✓	X
4. The bird was a raven.	X	✓
5. The bird almost fell into the jug.	✓	X
6. The bird was helped by another animal.	X	X
7. It was a hot day.	X	X
8. The jug was big.	✓	✓
9. The bird tried to break the jug.	✓	X
10. The bird thought she would die of thirst	✓	X
11. The moral is: If at first you don't succeed, try, try, try again.	✓	✓

Table 1.12

1.6 MORE AESOP'S FABLES⁶

1.6.1 ENGLISH HOME LANGUAGE

1.6.2 Grade 4

1.6.3 BOOKS, FOR THE MIND

1.6.4 Module 6

1.6.5 TUMMY TEASERS

1.6.6 MORE AESOP'S FABLES

1.6.6.1 Activity 1

1.6.6.2 To apply knowledge of words [LO 4.4.1]

YOU'VE HAD SOME BRAIN FOOD, NOW TRY THESE TUMMY TEASERS.

Choose a food-item from the box to match up with its partner.

sauce spice jam cream coffee ricechips pepper lemons eggs



Figure 1.5

⁶This content is available online at <<http://cnx.org/content/m28477/1.1/>>.

1. curry and
2. bacon and
3. salt and
5. oranges and
4. fish and
6. bread and
7. peaches and
8. pie with
9. sugar and
10. tea and

SHHHHH... WORDS WITH SILENT **b**

Mary had a little lamb**b**. Now see if you can supply the correct words each with a silent **b** from the clues below:

1. Someone who mends leaks in pipes is called a .
2. A has teeth and you use it to neaten your hair.
3. A is a very small piece of bread or cake.
4. Your fingers go when they are so cold that you cannot feel them.
5. Little Jack Horner stuck his into his Christmas pie and pulled out a plum.



Figure 1.6

SOME MORE AESOP'S FABLES (ADDENDUM0

The Dog and the Meat

A dog ran off with a piece of meat stolen from the butcher's shop. Crossing over a river on his way home, he looked down at his own reflection in the water. He thought the reflection was another dog with another piece of meat and decided he may as well have both pieces. But, as he opened his mouth to snap at the reflection, he dropped his piece of meat into the water. It was carried away by the river and so he lost all of his meat.

MORAL: TRY TO GRASP THE SHADOW AND YOU WILL LOSE THE REAL THING.

The Women and the fat Hen

An old woman kept a hen, which, without fail, laid one egg every morning. The eggs were of the highest quality and the old woman was able to sell them for a very good price. "If only my hen would lay two eggs a day," she thought, "my income would be doubled!" So, she began feeding her hen twice as much corn each day. Unfortunately all this extra food made the hen grow so fat and contented that it became lazy and gave up laying eggs altogether!

MORAL: HOWEVER CAREFULLY THE FUTURE IS WORKED OUT, THINGS MAY NOT GO AS PLANNED.

The Hare and the Tortoise

The hare was making fun of the tortoise's short legs and the way he moved so slowly. "I'll beat you in a race any day, " smiled the tortoise to the hare, who accepted the challenge to race. It was decided that the fox should choose the course and decide the winner. The race began and the hare sped off. The tortoise moved off very, very slowly. Soon, the hare was so far ahead and sure of winning that he stopped to rest and fell asleep. Later, while he still slept, the tortoise passed by and went on slowly to cross the finishing line.

All the animals cheered as the fox proclaimed him the winner. When the hare woke up and saw no sign of the tortoise, he ran as fast as he could to the finishing line. But, by then, the tortoise was the winner!

MORAL: Being slow but sure can sometimes defeat those who are swift.

THE MILKMAID AND HER PAIL

The milkmaid balanced a pail of milk upon her head as she walked home from the cowshed. She was dreaming of what she would do with the money she would earn from the milk. "From the milk I will make butter," she thought. "From the money I get from selling the butter, I will buy a lot of eggs for hatching and my yard will become full of young chicks. Then, when I sell the chicks, I'll buy me a new dress to wear to the fair." The milkmaid began to think how pretty she would look at the fair. She imagined how all the young men would come courting her, only to be sent on their way by a toss of her proud head. In fact, she was so lost in her daydreaming that she really did toss her head. The pail of milk wobbled and fell from her head. The milk soaked into the ground and soon disappeared, as did all her dreams of eggs and chicks, butter and money, her new dress and all her pride.

MORAL: Don't count your chickens before they've hatched.

The Mouse, the Cat and the Rooster

The young mouse returned from his first journey into the outside world with a tale of two creatures he'd met. One he described as a fearsome monster wearing a bright red crown. It flapped its arms about and scratched up the earth with its big claws. It threw back its head to give out terrifying screeches from its big yellow jaws. "Oh, that was only old Rooster the Cockerel," his mother told the young mouse. "Well, he frightened me so much," said the young mouse, "that I fled in fright just as I was about to speak to that other creature who had a furry coat and a pretty face with such a friendly smile." "Gracious!" cried Mother Mouse, "That was the cat, our greatest enemy who catches mice and eats them up. Keep well away from the cat!"

MORAL: Do not judge a person only by HIS outward appearance.

THE FOX AND THE GOAT

A fox had fallen into the well and couldn't get out. A thirsty goat came along and, upon hearing the fox call for help, looked down into the well and asked the fox if the water was good. "The water is so good that I cannot get enough of it," replied the fox and invited the goat to join him. The goat promptly jumped down into the well and drank his fill. Only then did the fox tell him that now they were both trapped, with no way of escape. The cunning fox explained that they could escape if the goat stood up on his back legs, with his front feet against the wall. Then, the fox would be able to run up the goat's back and reach the top of the well. "Then, I'll go and fetch some help and get you out of the well, also," added the fox. The goat did as he suggested and the fox ran up his back. But, when the fox jumped out of the well, he began to run away. He called out that he was in a hurry for an important meeting. "Hey, what about me?" the goat cried after him. "We had an agreement!" The fox did come back, but only to tell the goat: "If you had half as many brains as the hairs in your beard, you'd never have jumped down the well in the first place. You should have made sure there was a way to get back up again. I must dash away now or I'll be late for my meeting. Bye! Bye!" With that, the fox was gone, leaving the goat down the well.

MORAL: Always look before you leap.

Sour Grapes

The hungry fox tried again and again to reach the bunch of grapes hanging from a vine, high up on a fence. They were too high up for him to reach. So, he walked away, telling himself: "Ugh! They were not ripe enough to eat, anyway!"

MORAL:

Those who fail to get what they want often become critical of that which they cannot possess.

The Wolf and the Heron

The greedy wolf swallowed his food so quickly that a bone became stuck deep in his throat. The wolf howled with pain, but no creature dared come near to help him. Only when he offered a rich reward did a heron take pity on him. The heron popped her head into the wolf's mouth and reached down his throat with her beak. She got hold

of the bone and gently removed it, relieving the wolf of his terrible pain. Then, the heron politely asked the wolf for the reward he had promised. "Reward!" exclaimed the wolf. "Your life is your reward, for not many place their heads into the mouth of a wolf and live to tell the tale!"

MORAL: EXPECT NO REWARD IF YOU HELP THE WICKED.

1.6.7 Assessment

1.6.8 LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.1 word level.

1.6.9 Memorandum

Activity 1

- curry and rice
- bacon and eggs
- salt and pepper
- fish and chips
- oranges and lemons
- bread and jam
- peaches and cream
- pie with sauce
- sugar and spice
- tea and coffee

WORDS WITH SILENT b

- Someone who mends leaks in pipes is called a plumber.
- A comb has teeth and you use it to neaten your hair.
- A crumb is a very small piece of bread or cake.
- Your fingers go numb when they are so cold that you cannot feel them.
- Little Jack Horner stuck his thumb into his Christmas pie and pulled out a plum.

Chapter 2

Term 2

2.1 About creepy stories¹

2.1.1 ENGLISH HOME LANGUAGE

2.1.2 Grade 4

2.1.3 FEARS AND PHOBIAS

2.1.4 Module 7

2.1.5 ABOUT CREEPY STORIES

We all have things that give us the creeps - things that make us get goose bumps or want to hide under our blankies. They could be sounds or spiders or smells or sights. We all have fears and phobias.

2.1.5.1 Activity 1

2.1.5.2 To listen for information and identify the main theme [LO 1.6]

- Listen to the well-known poem by Allan Ahlberg, read to you by your educator, and then identify his three fears.
- Listen again and then identify his plan of action in a brave effort to ward off each fear.

2.1.5.3 Activity 2

2.1.5.4 To learn to speak with ease [LO 2.1.2]

What scares you in the dark and what do you do to be brave? Prepare a 2-minute speech to present to the class.

Activity 3

2.1.5.5 To identify the correct words [LO 6.2.5]

Have you ever had a nightmare? I'm sure you have had many. Now read this one and see if you can find the correct words from the box of clues to complete the story. Write the correct word in each space.

disappear shriek terrified experience invisible
weird imagine impossible horrible coward

¹This content is available online at <<http://cnx.org/content/m28478/1.1/>>.

skeleton ghost peculiar haunted vanish
 I do not consider myself to be a, but the night I had to
 spend in the bedroom was the worst in my
 No sooner had I closed my eyes
 than things began to happen. First there was a blood-
 curdling.....! I opened my eyes only to see a
 flit across the room and into a cupboard. A moment
 later a fell out. Then the whole cupboard began
 to I was yet found it
 to leap from my bed! A strange lack of
 energy seemed to have invaded my very bones.
 You can't begin to how awful I felt. It was a
 feeling just to lie there at the mercy of the dreadful
 events and frightening atmosphere. Then the most
 thing of all happened - I sat up in bed and peered at myself in my bedroom



Figure 2.1

mirror. To my horror I realised that I had become!!
 Activity 4

2.1.5.6 To talk about sounds [LO 1.5]

WHICH WITCH IS WHICH?

Listen to the poem *Eight Witches* and make a list of the eight noises each one made. Why do you think the youngest made the scariest sound the best?

2.1.5.7 Activity 5

2.1.5.8 To use language with ease in conversation [LO 2.1.2]

Decide which witch you would like to be according to the sound you can imitate the best. Your teacher will help you here. Practise your chosen scary Now take a look at the poem *Eight Witches*. Each one made a scary noise. sound till your particular sound group has the correct sound and pitch (low/high).

Have your copy of the poem with you and your teacher will help you create a speech choir with stunning sound effects. Maybe you would like to SCARE the principal once you have perfected your performance.

Activity 6

2.1.5.9 To use language to think [LO 5.1.2]

Now take a careful look at these three witches. Complete the table below. Number one has been completed as an example.



Figure 2.2

		Witch A	Witch B	Witch C	
1.	a watch	[U+FOFB]	[U+FOFC]	[U+FOFB]	
2.	empty hands				
3.	a long nose				
4.	a broomstick				
5.	glasses				
6.	hairy legs				
7.	a dress with flowers				
8.	a cooking pot (cauldron)				
9.	a bent black hat				
10.	pointed ears				
11.	a frog				
12.	buttons				
13.	a broomstick and hairy legs				
14.	a pointed hat and pointed shoes				

Table 2.1

You have listened to these poems. Now you may read them whenever you would like to enjoy them again.

BEDTIME

When I go upstairs to bed,
I usually give a loud cough.

This is to scare The Monster off.
 When I come to my room,
 I usually slam the door right back.
 This is to squash The Man in Black
 Who sometimes hides there.
 Nor do I walk to the bed,
 But usually run and jump instead.
 This is to stop The Hand –
 Which is under there all right -
 From grabbing my ankles.
 Allan Ahlberg
EIGHT WITCHES
 Eight witches rode the midnight sky.
 One wailed low, and one wailed high,
 Another croaked, another sighed
 Throughout the eerie midnight ride.
 One witch's voice was cackly toned,
 Another shrieked, another moaned.
 The eighth, much younger than the rest,
 Made a scary sound the best -
 Yooooo -
 Yooooo -
 Yooooo -
 Yooooo -
 B.J. Lee

2.1.6 Assessment

LEARNING OUTCOME 1: LISTENINGThe learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

- 1.5 talks about the sound and word pictures in the language and comments on their effect on the listener;
- 1.6 listens for information in different kinds of texts (such as weather reports, school announcements, interviews), recalls main ideas or specific details, and responds appropriately.

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

- 2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

- 2.1.2 uses language with ease for interpersonal communication in everyday conversation.

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

- 5.1 uses language to think and reason:
- 5.1.2 identifies alternative options and why and how they are different.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions.

2.1.7 Memorandum

Activity 1 (Bedtime: Listening Exercise)

1. Fear: The Monster

Plan: Gives a loud cough to scare him.

2. Fear: The Man in Black

Plan: Slams the door to squash him.

3. Fear: The Hand

Plan: Runs to bed and jumps onto it so that the Hand can't grab his ankles.

Activity 3 Activity 4

- coward 1. wailed low
- haunted 2. wailed high
- experience 3. croaked
- weird 4. sighed
- shriek 5. cackled
- disappear 6. shrieked
- skeleton 7. moaned
- vanish 8. scary sound: yoooo
- terrified
- impossible
- imagine
- horrible
- peculiar
- invisible

Activity 5

Own reason for 8, but probably the long oo sound.

	Witch A	Witch B	Witch C
1.	x	✓	x
2.	✓	✓	✓
3.	✓	x	x
4.	✓	x	x
5.	x	✓	x
6.	✓	x	x
7.	x	✓	x
8.	x	x	✓
9.	✓	x	x
10.	x	x	✓
11.	x	x	✓
12.	x	x	✓
13.	✓	x	x
14.	x	x	x

Table 2.2

2.2 PHOBIAS²

2.2.1 ENGLISH HOME LANGUAGE

2.2.2 Grade 4

2.2.3 FEARS AND PHOBIAS

2.2.4 Module 8

2.2.5 PHOBIAS

2.2.5.1 Activity 1

2.2.5.2 To choose words according to own experience [LO 4.4.1]

You might like to find some more scary poems in your library. Ask for these:

Two's company: by Raymond Wilson
 Scary Monsters: by Mick Gowar
 It's Behind You: by David Harmer
 The Middle of the Night: by Karla Kuskin
 The Adventures of Isabel: by Ogden Nash
 The Tale of the Custard Dragon: by Ogden Nash
 Darkness: by Stanley Cook
 The Room Went Cold: by Sue Stewart

You have heard your class friends tell about the things that scare them. We all have five senses. All of them can be triggered by fear. Take a careful look at the table below and then complete it according to how YOU react to each stimulus. You do not have to eat the stimulus to record your reaction - use your imagination – fear does have a taste too.

Stimulus	Colour	Sound	Touch	Smell	Taste
Frog					
Moth					
Thunder					
Spider					
Darkness					
Exams					
Shouting					
Injections					
Confined space					
Bungee jumping					

Table 2.3

²This content is available online at <<http://cnx.org/content/m28479/1.1/>>.

B O O !!



Figure 2.3

2.2.5.3 Activity 2

2.2.5.4 To learn new expressions [LO 5.4.3]

Use a dictionary, thesaurus, computer, parent ... to find the correct name for each fear listed below:

	FEAR OF	PHOBIA
1.	Spiders	
2.	Confined spaces	
3.	Heights	
4.	Foreigners	
5.	Water	

Table 2.4

Once you have identified the phobia, complete the sentences below by filling in the missing phobia.

1. Little Miss Muffet suffered from like most women do.
2. I hope I never get stuck in a lift with someone who suffers from

Do you know of any other phobias? Take a look at www.phobialist.com.

Suggestion to teacher: Arrange a musical presentation, either on tape or with the music teacher, to present a variety of atmospheres created by music. Inform learners about the role of music in movies, for example, tell how in the olden days of silent movies, a pianist was employed to play live at the movie theatre to help create the atmosphere. Do not use vocal music. Choose typical scenarios, e.g. The chase (Lone Ranger, Flight of the Bumblebee); romantic, dramatic, tearjerker, scary build-up.

You have watched many movies and the music has often been a pre-warning as to what is about to happen. You know when to hide behind your fingers because the music warns you that something scary is about to happen!

2.2.5.5 Activity 3

2.2.5.6 To use language to communicate [LO 2.1.2]

2.2.5.7 To use appropriate body language and tone [LO 2.3.2, 2.4.1]

Now be creative and choose a scary poem / prose and music to help create the atmosphere you wish your audience to experience. Work as a group and present your poem / prose as a dramatic scene to the class. Costumes may be used to help set the scene. Have fun and frighten up some goose pimples!

Planning our scary scene

1. Name of poem:

2. Prose from:

3. Music from:

Figure 2.4

Once all the groups have performed, vote for the most successful presentation of a scary atmosphere. Discuss what made this group the best. The next time you WATCH a movie, remember to LISTEN to the atmosphere, too.

Activity 4

2.2.5.8 To learn to spell correctly [LO 6.1.4]

SPOT THE SPOOKS IN THE SPOOK BOX

S	T	R	P	O	L	T	E	R	G	E	I	S	T	C	S
P	R	O	D	C	D	H	S	T	A	R	C	M	P	R	P
I	X	T	H	P	O	U	L	M	B	C	W	G	P	O	O
R	G	H	L	P	P	L	U	U	D	A	U	H	G	S	O
I	A	B	P	H	A	N	T	O	M	C	R	O	E	T	K
T	D	L	D	O	S	D	X	L	T	P	O	S	I	F	V
V	P	X	R	A	P	S	Y	T	N	O	P	T	S	W	A
V	Z	T	M	G	T	X	K	R	Q	L	V	W	T	N	X
S	T	O	G	N	H	M	L	E	P	T	D	K	P	T	P
R	W	O	M	T	X	O	O	P	L	Z	P	A	Q	O	G
O	R	V	E	B	O	T	U	U	X	E	O	M	C	R	R
A	A	K	C	T	I	C	A	L	V	V	T	T	I	R	E
P	P	S	O	H	L	E	L	P	A	W	T	O	P	N	M
P	S	P	P	C	L	P	G	E	T	I	S	T	N	O	L
A	P	U	R	N	C	Q	R	A	V	Z	E	T	R	O	I
R	E	V	T	V	A	M	P	I	R	E	W	V	E	Q	N

Table 2.5

Search across, down and diagonally in the SPOOK BOX for the following spooks:



Figure 2.5

Learn how to spell them so that they do not haunt you!

2.2.6 Assessment

LEARNING OUTCOME 2: SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.2 uses language with ease for interpersonal communication in everyday conversation.

2.3 uses appropriate body language and presentation skills:

2.3.2 uses appropriate gestures and facial expressions;

2.4 uses appropriate words and structures for different purposes and audiences:

2.4.1 uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language).

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.1 word level.

LEARNING OUTCOME 5: THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 uses language to think creatively:

5.4.3 finds different ways to express ideas using a thesaurus and discusses nuances in meaning.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 works with words:

6.1.4 uses phonics and spelling rules to spell words correctly.

2.2.7 Memorandum

Activity 1

Stimulus	Colour	Sound	Touch	Smell	Taste
Frog	✓	✓	✓	x	x
Moth	✓	✓	✓	x	x
Thunder	x	✓	x	x	X
Spider	✓	x	✓	x	x
Darkness	✓	x	x	x	x
Exams	x	x	✓	x	x
Shouting	x	✓	x	x	x
Injections	x	x	✓	✓	✓
Confined space	x	x	✓	✓	x
Bungee jumping	x	x	✓	x	x

Table 2.6

Activity 2

Fear of	Phobia
Spiders	arachnophobia
Confined spaces	claustrophobia
Heights	acrophobia / illyngophobia
Foreigners	xenophobia
Water	aquaphobia

Table 2.7

1. arachnophobia
2. claustrophobia

Activity 4

S			P	O	L	T	E	R	G	E	I	S	T		S
P															P
I												G			O
R												H			O
I			P	H	A	N	T	O	M			O			K
T												S			
						S						T			
	Z			G			K								
		O			H			E							
			M			O			L						
				B			U			E					
					I			L			T				
						E						O			
													N		
				V	A	M	P	I	R	E					

Table 2.8

2.3 Sharks!³

2.3.1 ENGLISH HOME LANGUAGE

2.3.2 Grade 4

2.3.3 FEARS AND PHOBIAS

2.3.4 Module 9

2.3.5 SHARKS!

Ann drew these six sharks for a class project on scary things in the sea. She wrote a description of each, but forgot to number them.

“Now I don’t know which is which,” she said.

³This content is available online at <<http://cnx.org/content/m28480/1.1/>>.

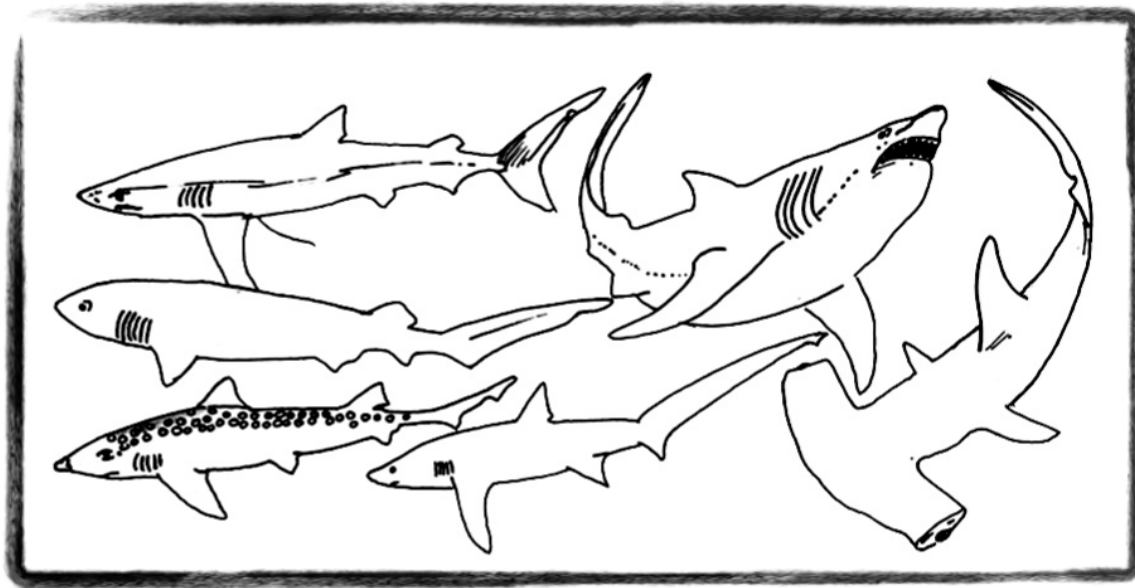


Figure 2.6

Hammerhead shark. Up to 4 metres long. It is slate-grey in colour. It has a wide flattened body and an oddly-shaped hammerhead with eyes on the head and mouth underneath. It has pointed, very fine saw-like teeth.

Blue shark. Length - up to 5 metres. Its back is blue-black, getting lighter in colour, with grey-white underbelly. It has a very slim, streamlined body and long pointed snout.

Man-eater shark. Length from 3 to 6 metres (also up to 12m). Its colour is dark grey-brown to slate blue along back, dirty white underneath. The powerful rounded body has a blunt snout. It has long gill slits. Its teeth are large and triangular with saw-like edges. This shark is very dangerous to man.

Thresher shark. Up to 3 metres long. It is dark blue to light greyish-blue in colour. The body is slender with a blunt snout. It has a very long upper tail (almost half its body length). It uses this long tail to herd shoals of sardines, mackerel and herrings.

Smooth hound. Up to 2 metres long. Its colour is grey to grey-brown, lighter underneath. It has white spots on its back and slender body. Its snout is long and blunt.

Grey shark. From 1 to 2 metres long (sometimes up to 6 m). It is grey in colour, lighter underneath. It has a long upper tail, and only one dorsal (back) fin. It has six gill slits. This shark usually lives in deep waters.

2.3.5.1 Activity 1

2.3.5.2 To scan for details and follow descriptions [LO 3.10.2, 3.10.3]

- A. Write down the names of all the sharks that Ann drew and then read her description of each one. Decide which label goes with which picture and put the right number by each name.

2.3.5.3 Activity 2

2.3.5.4 To identify main and supporting ideas [LO 3.10.1]

A. Answer these questions about the sharks in full sentences.

- What does the Thresher shark do with its tail?
- Which shark do you think looks strangest?
- Which shark is the most dangerous to man?
- What does a shark use its gills for?

Do you know any more about sharks? See if your group can find more facts and stories about them.
BECOME FEARLESS

Would you believe it that some people have a FEAR OF WORDS? It is called VERBOPHOBIA. I would like to ensure that you never suffer from this phobia. Here are some exercises to show you that words can be FUN.

LITTLE MISS MUFFET

Little miss Muffet
Sat on her tuffet
Eating her curds and whey.
There came a big spider
And sat down beside her
And frightened Miss Muffet away!

MODERN MISS MUFFET

Remains on her tuffet
And hasn't been frightened away.
The spider, downhearted
And dizzy, departed
Repelled by her pressurised spray.



Figure 2.7

Isn't that clever? You can do it too. You need to notice two tricks:

1. **Rhyme:** The poet uses the same rhyming pattern as the original poem. Lines 1 and 2 rhyme; lines 4 and 5 rhyme; lines 3 and 6 rhyme.
2. **Rhythm:** You can clap the rhythm and see that it is the same in both poems.

Now you try these two tricks on a well-known nursery rhyme. Use “Three Blind Mice” or “Mary Had a Little Lamb” and see what fun version you can create.

MORE FEARLESS FUN WITH WORDS

- Let me introduce you to PALINDROMES. These are words or sentences that read the same backwards as forwards. Take a look.



Figure 2.8



Figure 2.9

Neil, an alien



Figure 2.10



Figure 2.11

Party trap

2.3.5.5 Activity 3

2.3.5.6 To learn about palindromes [LO 4.4.1]

- Use the clues to find the correct palindromes. Learn to spell them.



Figure 2.12



Figure 2.13



Figure 2.14



Figure 2.15

1. 2. 3. 4.

1. flat and even
2. midday; 12 o'clock in the day time
3. worn under the chin of a baby
4. another name for mother
5. another name for father

6. things done by people on their own
7. having to do with a city or town
8. something done; an action

Words to help you

solos noon ewe kayak civic bib level eye mom nun deed dad

This is a PALINDROME sentence and Napoleon Bonaparte wrote it when he took ill at a place called Elba. “*Able was I ere I saw Elba.*”

- Try some of your own.

2.3.6 Assessment

LEARNING OUTCOME 3: READING AND VIEWINGThe learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.10 understands and responds appropriately to information texts:

3.10.1 identifies main and supporting ideas; 3.10.2 scans for specific details in texts (e.g. weather reports, bus timetables, maps);

3.10.2 scans for specific details in texts (e.g. weather reports, bus timetables, maps);

3.10.3 follows short printed instructions and directions.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.1 word level.

2.3.7 Memorandum

Activity 1

Hammerhead shark- 1

Man-eater shark - 3

Blue shark - 2

Thresher shark - 6

Smooth hound - 5

Grey shark - 4

Activity 2

It herds its prey (small fish, such as sardines, herrings and mackerel).

The hammerhead

The man-eater

To breathe

Activity 3

1. eye

2. nun

3. ewe

4. kayak

5. level

6. noon

7. bib

8. mom
9. dad
10. solos
11. civic
12. deed

2.4 Writing a cinquain⁴

2.4.1 ENGLISH HOME LANGUAGE

2.4.2 Grade 4

2.4.3 FEARS AND PHOBIAS

2.4.4 Module 10

2.4.5 WRITING A CINQUAIN

DON'T LET THIS ONE FRIGHTEN YOU

Cinquain

A CINQUAIN is a poem with five lines.

1. Topic (one word)
2. Describe the topic (two words)
3. Action associated with topic (three words)
4. How you feel about it (four words)
5. Simile for/summary of topic (one word)

Example: Dentist

In charge
Drills, talks, tortures!
Fills me with dread -
Pain.

2.4.5.1 Activity 1

2.4.5.2 To use language creatively [LO 5.4.3]

- Now choose a fear from your list and as a team, write a Cinquain.

.....
.....
.....
.....
.....

- Be brave and create one on your own.

⁴This content is available online at <<http://cnx.org/content/m27027/1.1/>>.

2.4.5.3 Activity 2**2.4.5.4 To match nouns to expressive verbs [LO 5.3.4]**

Another way to get rid of verbophobia is to try some verbalism.

Some what? **VERBALISM** = a very close attention to words.

- The eight witches expressed themselves verbally. Now match the nouns in **column A** with the expressive verbs in **column B**. The first one has been done for you as an example.

Nouns	Verbs	Answer
1. The stars	A howled	1C
2. The leaves	B exploded	
3. The witches	C twinkled	
4. The bomb	D roared	
5. The wind	E applauded	
6. The raindrops	F jingled	
7. The chains	G pattered	
8. The spectators	H flashed	
9. The owl	I rustled	
10. The wolves	J cackled	
11. The lightning	K hooted	

Table 2.9

- Now try being smart with **ADVERBS**.

2.4.5.5 Activity 3**2.4.5.6 To work with adverbs [LO 6.2.5]**

As its name suggests, an adverb adds to the meaning of a verb. Complete each sentence by selecting the most suitable adverb from the group of three on the right. Highlight your choice.

1. She laughed... furiously, heavily, happily.
2. They shouted... sadly, loudly, quietly.
3. The thief crept... clumsily, stealthily, broadly.
4. The people in the queue waited... carefully, weakly, patiently.
5. The cheeky child sneered... impudently, dimly, politely.

2.4.5.7 Assessment

LEARNING OUTCOME 5: THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.3 processes information:

5.3.4 puts information in the right order.

5.4 uses language to think creatively:

5.4.3 finds different ways to express ideas using a thesaurus and discusses nuances in meaning.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions.

Memorandum

Activity 2

- 1C
- 2I
- 3J
- 4B
- 5D
- 6G
- 7
- 8E
- 9F
- 10A
- 11H

Activity 3

1. happily
2. loudly
3. stealthily
4. patiently
5. impudently

2.5 Pandora's Box⁵

ENGLISH HOME LANGUAGE

2.5.1 Grade 4

2.5.2 FEARS AND PHOBIAS

2.5.3 Module 11

2.5.4 PANDORA'S BOX

Here follows the story of Pandora's Box.

PANDORA'S BOX

2.5.4.1 Activity 1

2.5.4.2 To read for detail [LO 3.1.3]

The Greek gods created a woman whom they named Pandora.

⁵This content is available online at <<http://cnx.org/content/m27028/1.1/>>.

When she was given life, she was endowed by the gods with every gift. Venus bestowed beauty on her; Mercury gave her the art of persuasion; Apollo donated the love of music, and the Graces trained her in the social arts.

Then Vulcan fashioned an exquisite box of pure gold into which were put all the evils that have plagued mankind ever since - disease, famine, pestilence, fever, envy, greediness, gluttony, hatred and intolerance. It did not seem possible that a thing as lovely as the golden box could contain so much ugliness.

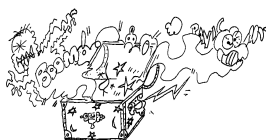


Figure 2.16

As they were about to close the box, the gods and goddesses regretted their decision to punish Man. Although they were too proud to abandon the idea altogether, they added one beautiful gift that would lessen the pain caused by all the other disasters. This gift they called hope. The gods tucked it down at the bottom of the box.

Pandora was cautioned not to open the box, which was to be a gift to the man who married her.

Mercury then took Pandora to earth and left her with Epimetheus, who was so struck by her unusual beauty and grace that he gladly took her into his home.

Epimetheus asked Pandora about the beautiful box and what it contained, but she said that she did not know exactly and that it was to be a gift to the man who married her. She placed it on a table and its brilliance lighted the entire room. Epimetheus decided that he needed his brother's advice on the matter and cautioned Pandora not to look at the contents of the box. He set off to his brother.

It took him a whole day to reach Prometheus who, on hearing the story, suspected a trick and told Epimetheus to hurry back home and hide the box in a place so remote that no one could ever find it.

Meanwhile, Pandora was exploring her new home. She kept herself busy all day, yet each time she entered the house, the shining box caught her eye. Finally, as night closed in, she could find nothing else to do.

She took the box from the table and held it, turning it over and over, admiring its exquisite design. "Surely it can do no harm to open this lovely box just a crack to take a peep inside," she thought. "Could it hold a crown? A precious jewel? A magic cloak? A gift from the gods must be something beautiful and rare!"

She opened the box just a little and saw nothing. She opened it a little wider and at first saw what looked like an ugly brown cloud. Then, with a loud buzzing sound, hundreds of things resembling small insects escaped into the room!

Terrified, she tried to close the box, but her hands shook and she could not do it quickly enough. It was almost empty when she slammed the lid shut and only one thing remained inside the box. This was hope.

The Greek gods had succeeded in releasing their punishment on Man for accepting the stolen gift of divine fire from the chariot of the sun.

Today we are inclined to believe that our hearts are like Pandora's box, because no matter what bad things happen to us, hope springs eternal in the human breast.

Did you get the facts?

1. Name three of the horrible contents of Pandora's Box.

1. Name three gifts that the gods gave to Pandora.

1. Who was Epimetheus' brother?

1. What was left in the box after Pandora had opened and closed it?

2.5.4.3 Activity 2

2.5.4.4 To look for clues from the text to understand the meaning [LO 3.1.5]

Did you manage to read between the lines?

1. Why did the gods make Pandora so unusually beautiful and graceful?

1. Why did Vulcan make the box so exquisite?

1. What did the gods and Epimetheus say to Pandora to add to her curiosity about the box?

What do YOU think?

1. Choose two of the evils listed that you think plague our country today.

1. What characteristic do we all have which often gets us into trouble, but also helps us to understand things better?

2.5.4.5 Activity 3

2.5.4.6 To read text looking for detail [LO 3.10.2]

Vocabulary

Complete the crossword puzzle by finding the words to the clues in the story.

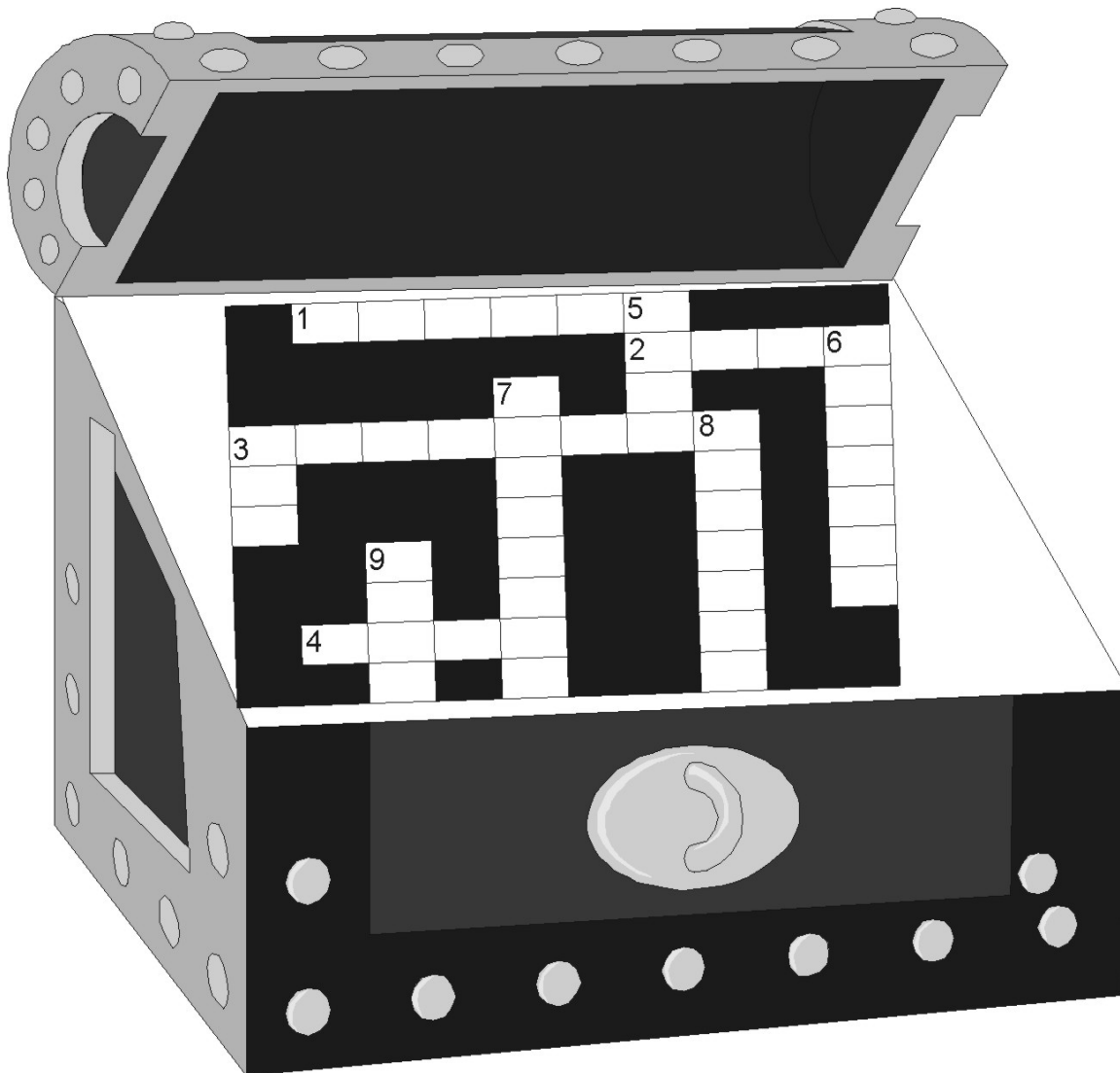


Figure 2.17

Across

1. The gods wanted to do this to Man for stealing the fire.
2. Pandora was told not to do this to the box.
3. A smarter word for **gave** or **granted**.
4. Means the same as a present

Down

3. This story is about Pandora's _____
1. _____ springs eternal in the human breast.

2. Pandora was bored because she had _____ to do.
3. What is inside something?
4. Another word for being sick
5. The gods filled the box with _____ things.

2.5.5 Assessment

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.3 scans for specific details;

3.1.5 makes predictions, uses contextual clues to determine meaning, and makes inferences;

3.10.2 scans for specific details in texts (e.g. weather reports, bus timetables, maps).

2.5.6 Memorandum

Activity 1

1. Any three of the following:

disease, famine, pestilence, fever, envy, greediness, gluttony, hatred, intolerance

2. Any three of:

beauty

the art of persuasion

the love of music

was trained in the social arts.

3. Prometheus

4. hope

Activity 2

1. They wanted to use her as a tool in their plan to punish Man for accepting the stolen gift of divine fire.

2. It was made to be so beautiful that one would never suspect that it contained such horrible things.

3. They told her not to open the box in order to examine its contents.

4. Any two: disease, intolerance, greed, envy, hatred

5. curiosity

Activity 3

Across

1. punish

2. open

3. bestowed

4. gift

Down:

3. box

5. hope

6. nothing

7. contents

8. disease

9. evil

2.6 I am who I am⁶

ENGLISH HOME LANGUAGE

Grade 4

CHILDREN LIKE ME

Module 12

I AM WHO I AM

All over the world children like you live their lives and have hopes and dreams. Just like you they want to be loved and educated and treated with respect. Children everywhere have the right to healthcare, education, food, shelter and play. And above all, they have the right to be protected against violence.

These rights are contained in the United Nations Convention on the Rights of the Child, which nearly every country in the world has accepted. Your country has accepted this Bill of Rights. This document is yours and it makes sure that your voice (and all children's voices) is heard and that you have the right to be happy and enjoy life as much as you can.

Activity 1

To do simple research work to find information [LO 5.2.3]

CHALLENGE

Find out about UNICEF and its emblem. Write what UNICEF stands for and paste or draw its emblem.

2.6.1 Activity 2

2.6.2 To listen with respect to others' opinions [LO 2.1.7]

- Read the Children's Bill of Rights and discuss each right in your group. Report back your group's opinion about this document.

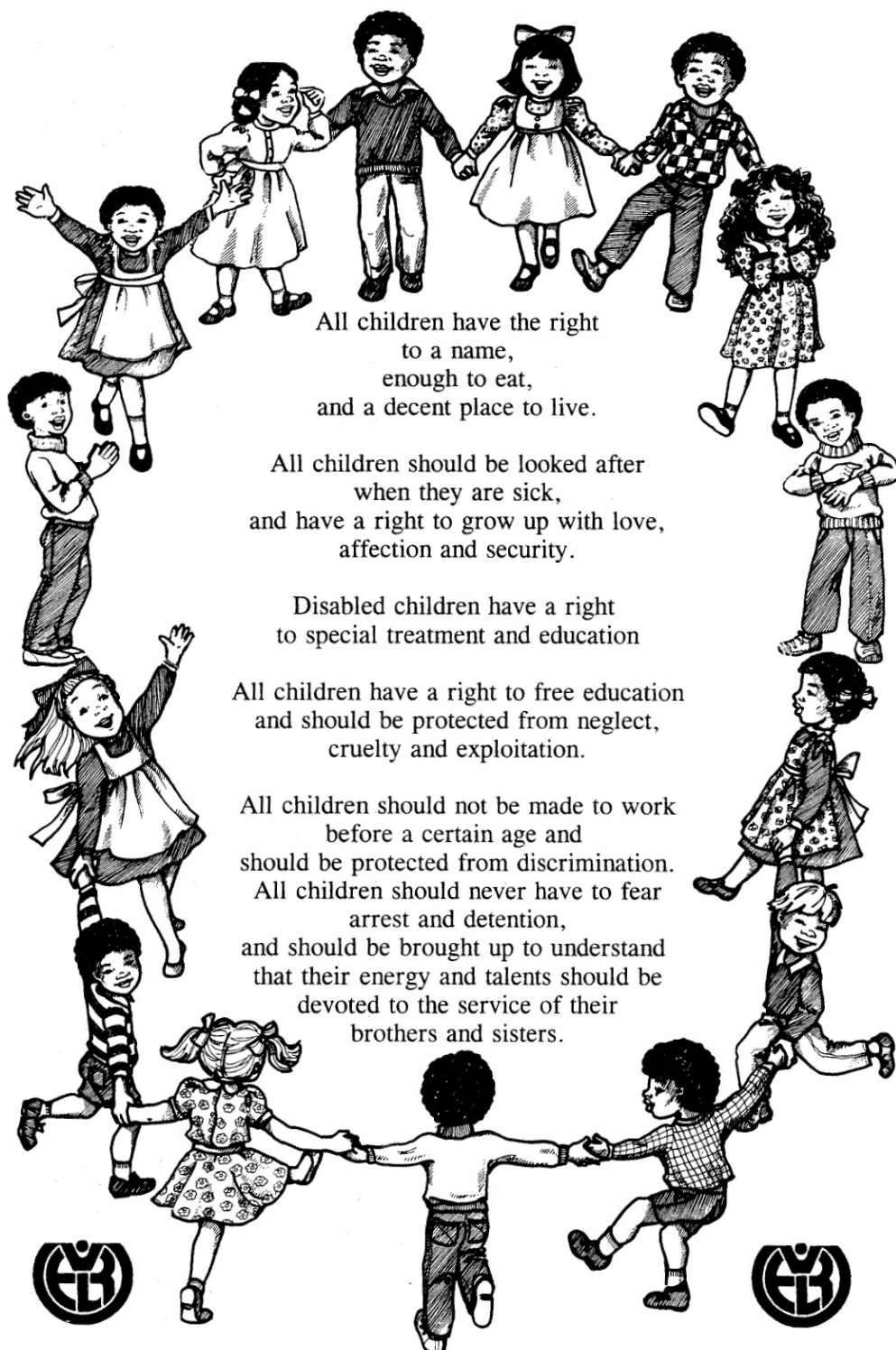


Figure 2.18

- Find a copy of the Children's Bill of Rights and display it in your classroom.

⁶This content is available online at <<http://cnx.org/content/m31996/1.1/>>.

The Declaration of Children's Rights



fingerprint co-op (owned & managed by the workers) 933-3409

Figure 2.19

Activity 3

To write down your own ideas [LO 4.1.2]

WRITE YOUR OWN BILL OF RIGHTS

Hints

- What would you like to change in the present Children's Bill of Rights?
- What would you like to add to the Bill?
- What do you think children need that they are not getting NOW?
- Think of your own life and what right you wish you had which you don't.

JUST ME

Nobody sees what I can see,
 for back of my eyes there is only me.
 And nobody knows how my thoughts begin,
 for there's only myself inside my skin.
 Isn't it strange how everyone owns
 Just enough skin to cover his bones.
 My father's would be too big to fit -
 I'd be all wrinkled inside of it
 And my baby brother's is much too small -
 It just wouldn't cover me up at all.
 But I feel just right in the skin I wear
 And there's nobody like me anywhere.

Margaret Hillert

Activity 4

To express your own ideas on a poster of your own [LO 2.1.3, 4.1.3]

Consider this

1. By looking at you, can people tell what sort of a person you are?
2. Looks are important. Do you agree or disagree? Why?
3. We are all unique individuals. Do you agree or disagree? Why?

What to do next

1. Make a poster about YOU - the part people cannot tell just by looking at you.
2. Create an ACRONYM from your name to advertise YOU.

Example:	D edicated an	D ied
	I ncredible	I n
	A mount of time to	A
	N urturing children	N asty
	A ll over the world	A ccident

Figure 2.20

3. Use 1 and 2 to present yourself to the class.

Activity 5

To realise with respect that people are different [LO 1.8]

Now that you have had the opportunity to get to know more about the people who share the classroom with you, see if you can identify the person who is **MOST LIKE YOU** and the person who is **MOST UNLIKE YOU**. (Not in looks, but in likes and dislikes.)

JUST LIKE ME MOST UNLIKE ME

.....

Assessment

LEARNING OUTCOME 1: LISTENINGThe learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.8 listens actively in conversation and discussion, showing respect for and sensitivity to the feelings of others and appreciating other points of view.

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.3 shares ideas and offers opinions on familiar topics from personal experience;

2.1.7 discusses and compares own and others' ideas and opinions.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.2 writes informational texts, expressing ideas clearly for different audiences (e.g. short reports, instructions);

4.1.3 writes and designs various media texts for different audiences, (e.g. poster, cartoon strip, simple brochures);

4.2 develops and organises ideas through a writing process:

4.2.1 chooses and explores topic and brainstorm ideas, using mind maps, flow charts, lists.

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.3 locates information, using key words or concepts.

2.7 How observant am I?⁷

2.7.1 ENGLISH HOME LANGUAGE

2.7.2 Grade 4

2.7.3 CHILDREN LIKE ME

2.7.4 Module 13

2.7.5 HOW OBSERVANT AM I?

2.7.5.1 HOW OBSERVANT ARE YOU?

- Think of someone you saw earlier today – maybe the Principal. Can you say exactly what they were wearing?
- Do you know the registration number of your teacher's car?
- Do you know who is left-handed in your class?
- What make off television do you watch?
- How many shoelace holes do you have in your takkies?
- Which cash note has a rhino and ram on either side?
- Bein observant means keeping your eyes open and being quick to notice things. Have you spotted the **two deliberate spelling mistakes** in what you have read so far on this page?

Activity 1

2.7.5.2 To interpret visual text [LO 3.11]

Now take a look at the sixteen items in the picture on the next page. Look at them for 60 seconds (your teacher will time you) and then put the page away and try to write all the items down in a list.

1..		2..		
3.		4.		
5.		6.		
7.		8.		
9.		10.		
11.		12.		
13.		14.		
15.		16.		

⁷This content is available online at <<http://cnx.org/content/m28854/1.1/>>.

Table 2.10

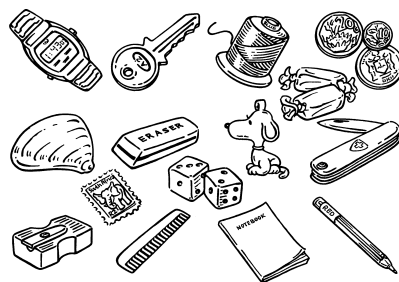


Figure 2.21



Figure 2.22

2.7.5.3 Activity 2

2.7.5.4 To understand imagery in a poem [LO 3.7]

CHILDREN, CHILDREN EVERYWHERE

Children, children everywhere,
 children dark and children fair,
 children of all shapes and sizes,
 children springing odd surprises,
 children chasing, running races,
 children laughing, making faces,
 children cooking mud for dinner,
 children, every one a winner.
 Children jumping, children wiggling,
 children grumping, children giggling,
 children singing, sneezing, weeping,
 children sometimes even sleeping,
 children giving children hugs,
 children chewing worms and bugs,
 children in their parents' hair
 children, children everywhere.
 Did you understand?

1. What does the poet mean by saying “children cooking mud for dinner?”
I think he means that
2. What does “in their parents’ hair” mean?
I think it means that

2.7.5.5 Activity 3

2.7.5.6 To make a poster [LO 4.1.3]

What to do next

Find pictures of children who are like the children in the poem. (fair/dark; sleeping; laughing/sneezing, etc.) Paste some on the next page and use others to make a CHILDREN, CHILDREN EVERYWHERE poster.

2.7.6 Assessment

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.7 understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour);

- interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another, (e.g. graph to explanatory paragraph).

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.3 writes and designs various media texts for different audiences, (e.g. poster, cartoon strip, simple brochures).

2.7.7 Memorandum

Deliberate spelling mistakes

- **off** instead of **of**
- **bein** instead of **being**

Activity 1

- (i) watch
- (ii) notebook
- (iii) shell
- (iv) dice
- (v) pencil-sharpener
- (vi) red pen
- (vii) key
- (viii) dog
- (ix) eraser
- (x) pen-knife
- (xi) postage stamp (R2,00)

- (xii) sweets
- (xiii) postage stamp (R5,00)
- (xiv) coin's
- (xv) comb
- (xvi) blue thread / cotton

Activity 2

1. They are playing – fantasy – pretending their mud cakes are real.
2. They are being a nuisance – worrying their parents.

2.8 About children in some other countries⁸

ENGLISH HOME LANGUAGE

2.8.1 Grade 4

2.8.2 CHILDREN LIKE ME

2.8.3 Module 14

2.8.4 ABOUT CHILDREN IN SOME OTHER COUNTRIES

Children all over the world are similar and yet very different too.

2.8.4.1 Activity 1

2.8.4.2 To read about children in other countries [LO 3.1.2]

Let us take a look at some children from different countries and find out if this is true.

When you have finished reading about the children, you will need to complete a table to help you remember the information.

THAILAND

Traditionally, young men in Thailand spend some time studying to become Buddhist monks. They are called novices and some spend only a few weeks at the temple, while others choose to be monks for the rest of their lives.

In the temple, the novices spend time meditating on the teaching of Buddha.

Thai Buddhist monks wear flowing, saffron-coloured robes. The robes are made of two pieces of cloth, worn with a sash around the waist. The novices have their heads and eyebrows shaved once a month. Their hair may not grow more than 2cm long.

One young novice says that he likes being barefoot as it is necessary to take off your shoes for eating and praying and he never remembers where he has put his sandals. He has no toys, but likes to play soccer with the other novices and may watch television once a week, but does not really like TV. There are many cats at the temple, but he prefers dogs.

⁸This content is available online at <<http://cnx.org/content/m27037/1.1/>>.



Figure 2.23

ISRAEL

If you are a Jew, you believe in one God and live your life according to rules laid down in the Jewish holy book, which is called the Torah. It contains 613 commandments, which include which kinds of food Jews should eat.

Jewish children learn Hebrew even though they might speak English. On Friday evenings the boys and men go to the synagogue (meeting place) to worship and study religious texts. The girls and women prepare the special Shabbat meal at home. On the Shabbat, they must not do any work or switch on electrical equipment. They may bath, but must not wash their hair.

Their religion teaches that boys must keep their hair short. The boys and men wear a small cap called a kippah on the back of their heads, kept on with clips.



Figure 2.24

One typical Jewish boy in Israel says he likes to wear running shoes except when it is really cold and then he wears boots. He loves playing on the computer and his favourite lessons are gymnastics and religion. When he grows up he would like to be a computer engineer.

INDIA

The religion followed by many Indians, is Hinduism. Hindus believe that the spirit of God is in everything in the world – animals, plants and humans. It is wrong to hurt any living thing. When a person dies, their soul returns inside the body of another person or animal. This is called reincarnation.

Indian women wear saris, which are a long piece of cloth wound round the body and draped over the shoulder. It is worn over a short blouse.

One young Indian girl has a pet goat. She doesn't like dogs as she thinks they will bite her. She walks to school and enjoys her lessons, especially the ones about Mahatma Ghandi as she considers him to have been a great man.

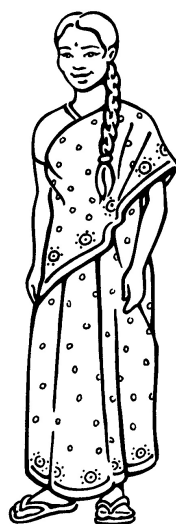


Figure 2.25

She wears sandals called chappals (beach thongs) and likes her long hair to be pulled straight back. She is a vegetarian and does not eat meat, but does eat fish. This Indian girl of nine hates the smell of dirty water and would like to make all water clean and everything in the world cheaper.

EGYPT

Most people in Egypt are Muslim and worship at a mosque. The Muslim holy book is called the Qur'an. Most Muslim women pray at home and when they go to their mosque, they enter through an entrance different to the men. The ninth month, Ramadan, is a holy month for Muslims, during which they avoid all food and drink between sunrise and sunset. To celebrate the end of Ramadan, they have a feast when they give thanks to Allah for his help during the fast.



Figure 2.26

One young Egyptian boy says his surname means ‘Slave of God’ and he hopes to grow up to be a policeman. Like all Muslim children the world over, he learns classical Arabic to read the Qur’an and say his prayers. He loves playing soccer and he wishes there wasn’t so much traffic so that there would be less dirt and pollution. His favourite food is strawberries.

TANZANIA

The Masai people of East Africa are traditionally nomads, but today are settling in permanent homes. Masai communities live in a group of huts called an enjang, which means homestead. The Masai wear brightly coloured pieces of cloth called rubeka and they make their own sandals called namuka. Young Masai children have the top parts of their ears pierced as well as their earlobes. Masai women and girls wear colourful necklaces depending on how old they are.

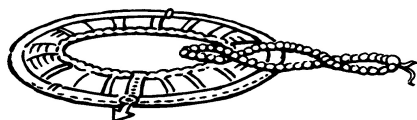


Figure 2.27

One young Masai girl tells how she has two names. She is a Christian and goes to church with her family every Sunday. She has a Christian name and a Masai name which means ‘girl child who is loved most by her parents.’ She wears a uniform to school and has all her lessons taught in Swahili, which is the main language of Tanzania. She makes toys from soft clay and a ball by wrapping grass around a wild tomato. She would like to be a teacher when she grows up and hates having to walk the six kilometres every day to fetch water.

CHINA

More than a billion people live in China, and the Government is worried that there will not be enough food and land for everyone if the population grows any bigger. So these days most families have only one child. Chinese people put their family name first and their ‘given’ name second.

One young Chinese girl says her ‘given’ name means ‘big-hearted, happy and clean.’ When she grows up, she wants to be a handicraft teacher because she loves making things. Her favourite colour is red, which is a popular colour in China as it is associated with happiness and joy. Her school uniform is a red tracksuit. She loves reading and watching cartoons on TV. Her favourite food is rice and she does not like meat, but prefers fish.

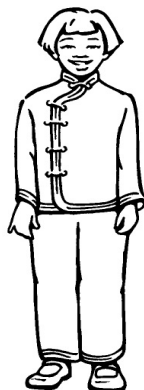


Figure 2.28

2.8.4.3 Activity 2

2.8.4.4 To read to investigate and explore [LO 5.2.3]

Weren't these fascinating bits of information about children around the world? Fill in as much as you can remember from what you have read and feel free to refer to the information so that you can complete the table below. You will need to think about yourself to complete the South African bit.

Country	Religion	Likes	Dislikes	Food	Games	Clothes	Similar	Different
Thailand								
Israel								
India								
Egypt								
Tanzania								
China								
South Africa								

Table 2.11

Assessment

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

- reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

CHINA	-	Making things, Colour red, Reading and watching TV cartoons	Meat	Rice, fish	-	School uniform – red tracksuit	-	All others
-------	---	---	------	------------	---	--------------------------------	---	------------

Table 2.12

2.9 Some festive days⁹

2.9.1 ENGLISH HOME LANGUAGE

2.9.2 Grade 4

2.9.3 CHILDREN LIKE ME

2.9.4 Module 15

2.9.5 SOME FESTIVE DAYS

Time to go to the library - this may be in your school building, in a public building or on your computer. You need to go searching!

2.9.5.1 Activity 1

2.9.5.2 To do research [LO 3.12]

Let us take a look at how children all around the world celebrate special events in their lives. Try to find out how the day originated and what people do to celebrate that special day. Make notes about what you find.

1. MOTHER'S DAY
2. EID UL-FITR
3. HALLOWE'EN
4. HANUKKAH
5. DIWALI
6. CHRISTMAS

(A book that will be of huge help to you with this exercise is “Children Just Like Me CELEBRATION!” by Barnabas and Anabel Kindersley)

FOR THE EDUCATOR: You might like to make this a group project. Maybe you have children of different religions in your class who would be able to give first hand information on these topics. Or you could invite guest speakers. Make this as much fun as possible with the opportunity to **SHOW AND TELL** and to **DRESS UP** and to **EAT** and to **MAKE decorations and cards or invitations** for each occasion. You could do the research this term and do the traditional celebration in the term in which it occurs.

⁹This content is available online at <<http://cnx.org/content/m28863/1.1/>>.

2.9.5.3 Activity 2**2.9.5.4 To read and relate the text to own experience [LO 1.2]**

Listen to the following poem about MOTHER'S DAY and then answer the questions by highlighting the best answer supplied below.

- Here is the poem about Mother's Day for you to read and enjoy.

ON MOTHER'S DAY

On Mother's Day we got up first,
 so full of plans we almost burst.
 We started breakfast right away
 as our surprise for Mother's Day.
 We picked some flowers, then hurried back
 to make the coffee - rather black.
 We wrapped our gifts and wrote a card
 and boiled the eggs - a little hard.
 And then we sang a serenade,
 which burned the toast, I am afraid.
 But Mother said, amidst our cheers,
 "Oh, what a big surprise, my dears.
 I've not had such a treat in years."
 And she was smiling to her ears!

Aileen Fisher

Questions

- Who got up first on Mother's Day?
 - Mother
 - Gran
 - the children
- What was the surprise?
 - breakfast
 - flowers
 - a song
- Mother
 - cried
 - laughed
 - smiled
- The card was
 - bought
 - handmade
- The flowers were

- (a) freshly picked
- (b) bought
- 6. What did they make for breakfast?
- (a)
- (b)
- (c)
- 7. What did they give Mother?
- (a)
- (b)
- (c)
- 8. What happened to the toast?

We have been noticing things that are SIMILAR and things that are DIFFERENT. Now try these word exercises.

Remember that words that mean the same are called SYNONYMS and words that have the opposite meanings are called ANTONYMS.

- Change the words in bold print to their antonym to make the sentence correct.

- a. The **boy** put on **his** dress to go **from** the birthday party.
- b. The **foolishman** **carelessly** spent all of **his** money.

2.9.6 Assessment

LEARNING OUTCOME 1: LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

2.9.6.1 Assessment Standard

We know this when the learner:

- 1.2 discusses the central idea and specific details of the text and relates them to own experience.

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

- 3.12 selects relevant texts for own information needs, (e.g. dictionaries, children's encyclopaedias and reference books).

2.9.7 Memorandum

2.9.7.1 Activity 2

- 1. (c)
- 2. (a)
- 3. (c)
- 4. (b)
- 5. (a)
- 6. (a) boiled eggs
- (b) toast
- (c) coffee
- 7. (a) gifts
- (b) a card
- (c) some flowers

8. They burned it.
 a. boy - girl
 his - her
 from - to
 b. foolish - wise (or other acceptable word)
 man - woman
 carefully - carelessly
 spent - saved
 his - her

2.10 The apostrophe and synonyms¹⁰

2.10.1 ENGLISH HOME LANGUAGE

2.10.2 Grade 4

2.10.3 CHILDREN LIKE ME

2.10.4 Module 16

2.10.5 THE APOSTROPHE

2.10.6 SYNONYMS

2.10.6.1 Activity 1

2.10.6.2 To work with the apostrophe [LO 6.2.8]

In the poem JUST ME in Module 12, you will notice that the apostrophe has been used quite often.

It shows the two reasons for using the apostrophe very well:

1. to shorten words
2. to show possession

See if you can use the apostrophe correctly in the exercises below.

- Put the apostrophe in the correct place.

Couldnt	Theyll	Isnt	Shes	Youre	Couldve
---------	--------	------	------	-------	---------

Table 2.13

- Write these words in contracted form

• I am		• Let us	
<i>continued on next page</i>			

¹⁰This content is available online at <<http://cnx.org/content/m27045/1.1/>>.

<ul style="list-style-type: none">• He is		<ul style="list-style-type: none">• We will	
---	--	---	--

Table 2.14

- Write these shortened words in full

<ul style="list-style-type: none">• What's		<ul style="list-style-type: none">• We're	
<ul style="list-style-type: none">• He'll		<ul style="list-style-type: none">• Won't	

Table 2.15

Now take a careful look at the illustrations and place the apostrophe in the correct place to show WHO owns the goodies.



Figure 2.29

the girls dogs



Figure 2.30

the ladies bags



Figure 2.31

the boys pencils



Figure 2.32

the mens hats

2.10.6.3 Activity 2

2.10.6.4 To learn about synonyms and antonyms [LO 6.2.5]

WOULDN'T IT BE LOVELY IF WE COULD ALL CELEBRATE OUR UNIQUENESS BY CELEBRATING OUR SIMILARITIES AND DIFFERENCES?

- Find the synonyms to these words in the word spiral on the next page.

1. cry	
2. untrue	
3. seldom	
4. honest	
5. copy	
6. angry	
7. mistake	
8. hug	
9. smell	
10. slender	

Table 2.16



Figure 2.33

Find suitable synonyms for each listed word within the word search grid.

1. frightened	
2. end	
3. huge	
4. rich	
5. thief	

Table 2.17

X	B	D	Y	V	W	Y
D	C	N	S	W	H	Z
S	R	P	Z	T	K	Q
B	T	G	L	Q	J	I
S	C	A	R	E	D	H
Y	E			N	X	U
W	Y	S	E	O	L	W
R	A	L	G	R	U	B
F	V	C	D	M	E	F
L	Q	V	X	O	M	L
S	B	F	N	U	D	Z
F	I	N	I	S	H	A

Table 2.18

You have discovered things about yourself. You have learnt more about the children in your class. You have had the chance to learn about children from other countries.

2.10.6.5 Activity 3

2.10.6.6 To write for imaginative purposes [LO 4.1.1]

Now! Imagine that you could be a child in a country of your choice. What country would you choose and why would you like to be a child of that country? Write about your choice and your reasons.

I WISH I WERE.....

2.10.7 Assessment

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks).

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;

6.2.8 uses punctuation correctly (e.g. quotation marks for direct speech, apostrophe for possession).

2.10.8 Memorandum

Activity 1

- couldn't

- they'll
- isn't
- she's
- you're
- could've

- I'm
- Let's
- He's
- We'll

- What is we are
- He will will not

- The **girl's** dogs
- The **ladies'** bags
- The **boys'** pencils
- The **men's** hats

Activity 2

1. cry - weep
2. untrue - false
3. seldom - rarely
4. honest - frank
5. copy - imitate
6. angry - furious
7. mistake - error
8. hug - embrace
9. smell - odour
10. slender - thin
1. scared
2. finish
3. enormous
4. wealthy

1. burglar

Chapter 3

Term 3

3.1 The jungle olympics¹

3.1.1 ENGLISH HOME LANGUAGE

3.1.2 Grade 4

3.1.3 SPORT

3.1.4 Module 17

3.1.5 THE JUNGLE OLYMPICS

3.1.5.1 Activity 1

3.1.5.2 To use a dictionary to check spelling [LO 6.1.5]

VOCABULARY, DICTIONARY AND SPELLING SKILLS

Use your dictionary to help you understand the meaning of the following words. Clearly write down what each word means. You may work with a friend as long as you WHISPER!

1. exciting:
2. anticipate
3. professional
4. amateur
6. adrenalin
7. surge
8. encourage
9. agile
10. accurate

¹This content is available online at <<http://cnx.org/content/m27059/1.1/>>.



Figure 3.1

SKIMMING AND SCANNING!

3.1.5.3 Activity 2

3.1.5.4 To skim for the general idea and for detail [LO 3.1.2, 3.1.3]

This is a time limit exercise that will assess your skimming and scanning abilities. Read the questions first before your educator starts timing you. Note that each new sentence is given a number. This will help you answer the scanning questions.

The Ants at the Olympics

- 1 At last year's Jungle Olympics,
- 2 The Ants were completely outclassed
- 3 In fact, from an entry of sixty-two teams,
- 4 the Ants came their usual last.
- 5 They didn't win one single medal.
- 6 Not that that's a surprise.
- 7 The reason was not for lack of trying
- 8 But more their unfortunate size.
- 9 While the cheetahs won most of the sprinting
- 10 And the hippos won putting the shot,
- 11 The Ants tried sprinting but couldn't,
- 12 And tried to put but could not.
- 13 It was sad for the Ant's cause they're sloggers
- 14 They turn out for every event
- 15 With their shorts and their bright orange tee-shirts,
- 16 Their athletes are proud that they're sent.
- 17 They came last in the long-distance running,
- 18 though they say they might have come first.
- 19 And they might if the other sixty-one teams
- 20 Hadn't put in a finishing burst.
- 21 But each year they turn up regardless.
- 22 They're popular in the parade.
- 23 The other teams whistle and cheer them,
- 24 Aware of the journey they've made.
- 25 For the Jungle Olympics in August,
- 26 They have to set off New Year's Day.
- 27 They didn't arrive the year before last.
- 28 They set off but went the wrong way.
- 29 So long as they try there's reason.
- 30 After all, it's only a sport.
- 31 They'll be back next year to bring up the rear,

32 And that's an encouraging thought.

RICHARD DIGANCE

FROM: Greenwell, A & Peek, M. *Open the Door* . London: John Murray.

- This is a 12-minute speed test to assess your skimming and scanning abilities. Try and answer as many questions as possible during this time.

ARE YOU READY??? . . . GO!

(a) Scan for the following words and write down the number of the line that the word is found in.

regardless arrive

whistle encouraging

medal entry

outclassed bright

popular parade

sloggers wrong

(b) Skim for the following information and copy the answer out of the passage.

(i) The ants came in the Jungle Olympics.

(ii) teams entered the Olympics.

(iii) The Ants always tried their best at every event and were therefore

.

(iv) The Ants were at a disadvantage because of their .

(v) Why were the ants unable to be at the Olympics that occurred the year before last?

(vi) What colour were the Ants' shirts at the Jungle Olympics?

(vii) Quote one line from the poem to show that it was not the end of the world to the Ants that they were sad about losing

(viii) Who is the poet of 'The Ants at the Olympics'?

3.1.5.5 Activity 3

3.1.5.6 To show proper body language and presentation skills [LO 2.3.1, 2.3.2, 2.3.3]

CREEPY, CRAWLY 'SPORTY ANTS'

- Practise saying the poem in groups of 3 or 4.

We are going to present our poem on:

3.1.6 Assessment

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.3 uses appropriate body language and presentation skills:

2.3.1 makes eye contact and limits fidgeting;

2.3.2 uses appropriate gestures and facial expressions;

- uses audible volume, pauses appropriately, and speaks at reasonable pace.

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.2 skims for general idea;

3.1.3 scans for specific details.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 works with words:

- checks spelling in a dictionary.

3.1.7 Memorandum

3.1.7.1 Activity 2

(a) Scan 21 27

23 32

5 3

2 15

22 22

13 28

(b) Skim (i) last

(ii) 62

(iii) sloggers

(iv) size

(v) They went the wrong way.

(vi) Bright orange

(vii) "After all, it's only a sport."

(viii) Richard Digance

3.2 The animal olympics²

3.2.1 ENGLISH HOME LANGUAGE

3.2.2 Grade 4

3.2.3 SPORT

3.2.4 Module 18

3.2.5 THE ANIMAL OLYMPICS

3.2.5.1 Activity 1

3.2.5.2 To express yourself imaginatively in a group and compare your ideas with those of others [LO 2.1.1, 2.1.2, 2.1.7]

CHEER . . . ALONG . . . SONG

²This content is available online at <<http://cnx.org/content/m28875/1.1/>>.

- Work in small groups and make up a ‘War Cry’ that you can sing at sports day. Sing it to your class.

Activity 2

3.2.5.3 To listen to a story and respond to questions [LO 1.1]

LISTENING SKILL - LISTEN AND REMEMBER

- Listen very carefully while your teacher reads the following story to you. It may help if you close your eyes and rest your head on your desk. (Don’t snore!!)
- Educator to read to the class.

The Animal Olympics

The animals held a meeting once a year, they told one another all their news and then they had a gigantic party.

This year they decided to hold the Animal Olympics. The elephant suggested that they all meet back there in one week’s time.

“Then all of us can participate and attempt to win a gold medal.”

All the animals were so excited with this idea and they ran off at once to practise!

They tried so hard! They practised the high jump, long jump, javelin and pole vault. The monkeys’ attempt to throw the discus and shot put wasn’t successful.

Finally, it was the day of the Animal Olympic Games. All the animals were smartly dressed in their sports clothes, except Tommy Tortoise. He stood all alone, very sad and forlorn. “I’ve practised everyday, but I’m too slow to take part in any event,” he sobbed.

“Don’t worry, we need someone to fire the starting pistol and time the races,” said the hippo.

This cheered Tommy Tortoise up and he plodded off to the starting point. The cheetah suddenly began to sniff.

“Why are you also crying?” asked the hippo.

“If I take part, I shall win all the races, because I am the fastest animal in the world,” sobbed the cheetah. “It will not be any fun.”

“That’s no problem! I have the perfect solution for a fast runner like you. You can carry the Olympic torch and start the games.”

The cheetah was positively delighted and stopped crying.

The Animal Olympics began and it lasted all day. Everyone went home very late proudly displaying the medal they had won for one event or another. All the animals were exhausted, especially the tortoise and the cheetah!

Adapted from “*My Greatest book of bedtime Stories*” by Anne McKie and retold by the author.

- Answer the questions by highlighting the best answer supplied below.

Questions

1. How often did the animals hold a meeting?

- (a) weekly
- (b) twice a year
- (c) annually

1. What was the purpose of their meeting?

- (a) They practised for the animal Olympics.
- (b) They comforted each other.
- (c) They told one another their news.

1. Which animal had trouble putting the shot?

- (a) the monkeys
 - (b) the cheetah
 - (c) the hippo
4. Why was Tommy Tortoise unable to take part in an Olympic event?
- (a) He hadn't practised enough.
 - (b) Tommy was unable to move quickly.
 - (c) He was crying too much when Hippo spoke to him.

1. How would you describe Hippo's personality?

- (a) He was competitive and wanted to win.
- (b) He was willing to be a neutral participant in the Animal Olympics.
- (c) He was caring and sensitive towards others.
- (d) He was conceited and self-absorbed.

1. Why was Cheetah so upset?

- (a) He was devastated that Tortoise was crying.
- (b) He felt the race wouldn't be much fun because he would win.
- (c) Cheetah realised he was the fastest animal in the world.

1. How was Hippo able to cheer Cheetah up?

- (a) Hippo asked Cheetah to assist Tommy Tortoise.
- (b) Cheetah's task was to begin the games and carry the torch.
- (c) Cheetah was made team leader of the Olympics.

1. What do you think the moral of the story is?

- (a) Treat others the way you like to be treated yourself.
- (b) One good deed often follows another.
- (c) Everyone's a winner.

0 - 1 2 - 3 4 - 5 6 - 8 correct correct correct correct

3.2.5.4 Activity 3

3.2.5.5 To read clearly and fluently [LO 3.1.6]

- Your teacher will request you to read 'The Animal Olympics' aloud. Pay special attention to read fluently and pronounce the words clearly.

3.2.5.6 Activity 4

3.2.5.7 To fill in suitable words [LO 4.4.1]

CLOZE PROCEDURE

- We've had fun listening to the story of the Animal Olympics. Now read this passage and see if you can find the correct words from the box of clues to complete the story. Write the correct word in each space. (Take care with spelling ~ 'Dame Spell a what' is watching you!)

held; proudly; green; Australia; continents; Olympic; stronger; exciting; carrying; famous; remained; competition; five; runners; event; were; colourful; occasion; torch; began

The Games in Ancient Greece in

776 B.C. The first was a 200 m race, which was won by

‘Coroibos’, a cook. The contest was on one day!

The first modern Olympics held in Athens in 1896.

The Olympic Games were held in Sydney, (1) in 2000.

The host declared this (2) international (3)

open on 15 September. The (4) flag was raised and each

competitor (5) marched into the stadium. Adolf Hitler

started the custom of (6) a flaming Olympic torch from the

original site at Olympia to the venue of the games. The (7)

was carried by 10 000 torchbearers accompanied by 2 500 (8)

The (9) Olympic flame was lit in the stadium and

(10) burning until the end of this wonderful (11)

The (12) interlaced rings of the Olympic flag (red,

yellow, blue, black and (13)) represent the world’s five

(14) , The Olympic motto, ‘Citrus, Altius, Fortius’ means

‘Faster, Higher, (15) ‘.

Rewritten by author. *S.A.’s Top Ten*: Helen Baardman Book

0 - 3 4 - 7 8 - 11 12 - 15 correct correct correct correct

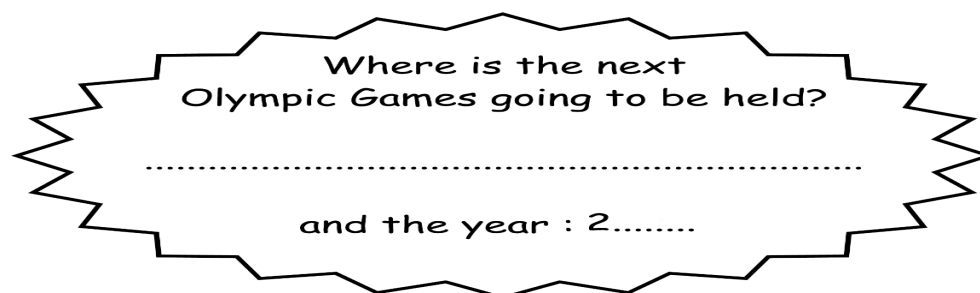


Figure 3.2

3.2.6 Assessment

LEARNING OUTCOME 1: LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.1 enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports).

LEARNING OUTCOME 2: SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.1 uses language with ease for interpersonal communication in everyday conversation;

2.1.2 uses language for imaginative self-expression (e.g. tells a story, recites a poem or role-plays a situation);

2.1.7 discusses and compares own and others' ideas and opinions.

LEARNING OUTCOME 3: READING AND VIEWING The learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

- reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.6 reads aloud clearly and with expression.

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.1 word level.

3.2.7 Memorandum

Activity 2 Olympics (Listening skill)

1. c
2. c
3. a
4. b
5. c
6. b
7. b
8. a

Activity 4

Cloze procedure

Olympic, began, competition, held, were

1. Australia 9. famous
2. exciting 10. remained
3. occasion 11. event
4. colourful 12. five
5. proudly 13. green
6. carrying 14. continents
7. torch 15. stronger
8. runners

3.3 How tennis began³

3.3.1 ENGLISH HOME LANGUAGE

3.3.2 Grade 4

3.3.3 SPORT

3.3.4 Module 19

3.3.5 HOW TENNIS BEGAN

3.3.5.1 Activity 1

3.3.5.2 To use the clues from a text to find the answers to questions [LO 3.1.1, 3.1.5]

Let's read and enjoy:

How Tennis Began

Tennis is one of the oldest sports. The ancient Egyptians, Greeks and Persians played a similar game. Long after these people French and English royalty and nobility played an indoor game called court tennis or royal tennis. The name "tennis" is said to have come from the French expression "Tenez!" (meaning "take").

In 1873 a British army officer, Major Wingfield, introduced a racket-and-ball game he called Sphairistike or lawn tennis at a garden party in Wales. It was played on a court shaped like an hourglass and divided by a high-hung net. It required speed, agility, and a great deal of accuracy in hitting the ball. It quickly became popular with English youth.

Shortly after lawn tennis was introduced in Britain, an English army officer who was ordered to duty in Bermuda took along some balls and rackets. The game became popular there, too. When an American girl, Mary Outerbridge, visited the island and saw tennis played, she became very enthusiastic. She purchased some equipment and took it home to New York.

Miss Outerbridge hoped to interest her friends in the new game but the girls did not like it initially. They thought that it was not very ladylike to leap and dash about the court. But the boys, specially her brothers, thought it was a great sport. Gradually tennis spread throughout the eastern United States and Canada.

Author unknown

Did you understand what you read?

1. Name two nations that played a game similar to tennis.
 - (2)
2. What does the name "tennis" mean?
 - (1)
3. What skills were necessary when playing 'lawn tennis' in Britain?
 - (2)
4. Why were Mary's friends not interested in playing tennis?
 - (1)
5. Read the following carefully and highlight the best answer in each:
 - (a) Tennis is one of the:
 - (i) fastest sports
 - (ii) oldest sports
 - (iii) most popular sport amongst all youth
 - (1)
 - (b) Major Wingfield first introduced
 - (i) royal tennis
 - (ii) indoor tennis
 - (iii) Sphairistike

³This content is available online at <<http://cnx.org/content/m28877/1.1/>>.

- (1)
 (c) Which word best describes the game of tennis?

- (i) popular
 (ii) unusual
 (iii) crude

(1)

6. Synonyms:

Find words from the passage that mean the same as:

excited:

eventually:

3.3.5.3 Activity 2

3.3.5.4 To explore a new topic [LO 2.1.3, 2.1.4, 4.2.1]

Find out who the current Wimbledon Singles champion winners are!

Male Singles Champion:

Female Singles Champion:

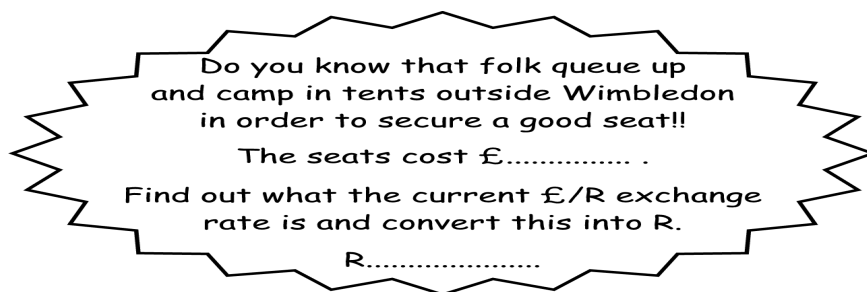


Figure 3.3

What do YOU think?

- Brainstorm in your group!
- Work in groups of 3 or 4. Choose a sport that you enjoy playing. Discuss and record ALL the advantages of “getting involved” and being a player. One member of your group must report back to the class!

Assessment

LEARNING OUTCOME 2: SPEAKING The speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.3 shares ideas and offers opinions on familiar topics from personal experience;

- recalls and describes a set of actions or events.

LEARNING OUTCOME 3: READING AND VIEWINGThe learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

3.1.1 reads independently using a variety of reading and comprehension strategies appropriate for different purposes;

3.1.5 makes predictions, uses contextual clues to determine meaning, and makes inferences.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.2 develops and organises ideas through a writing process:

4.2.1 chooses and explores topic and brainstorms ideas, using mind maps, flow charts, lists.

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.3 processes information:

5.3.1 discusses and compares information obtained from various sources;

5.3.2 selects relevant ideas;

5.3.5 summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables).

3.3.6 Memorandum

Activity 1: How tennis began

1. Egyptians, Greeks, Persians (any two answers)
2. It means “take”.
3. People needed to be fast, agile and accurate (any two answers).
4. Her friends thought it wasn’t ladylike to leap around the court.
5. (a) (ii)
- (b) (iii)
- (c) (i)
6. (i) enthusiastic
- (ii) gradually

3.4 Scripts, poetry, interviews⁴

3.4.1 ENGLISH FIRST ADDITIONAL LANGUAGE

3.4.2 Grade 5

3.4.3 Module 14

3.4.4 SCRIPTS; POETRY; INTERVIEWS

ACTIVITY 1

TO WRITE A CREATIVE SCRIPT FOR A DIALOGUE [LO 4.3.1]

TO EXPRESS OPINIONS AND EXPRESS REASONS FOR THEM [LO 5.2.8]

⁴This content is available online at <<http://cnx.org/content/m26963/1.1/>>.

RHYME [LO 3.2.1]

WORDS WHICH BEGIN WITH THE SAME SOUND [LO 3.2.2]

Your educator will help you with this task.

We all know tongue twisters! Have fun with tongue twisters by seeing how quickly they can be read or said – without getting confused.

Betty Botta bought some butter.

“But,” said she, “this butter’s bitter!

If I put it in my batter,

It will make my batter bitter.

But a bit o’ better butter

Will but make my batter better.”

So she bought a bit o’ butter

Better than the bitter butter,

Made her bitter batter better.

So ‘twas better Betty Botta

Bought a bit o’ better butter.

A flea and a fly in a flue

Were caught, so what could they do?

Said the fly, “Let us flee.”

“Let us fly,” said the flea.

So they flew through a flaw in the flue.

(Source unknown)

ACTIVITY 3

TO RESPECT OTHER LEARNERS, GIVE OTHER LEARNERS A CHANCE TO SPEAK, LISTEN TO THEM AND ENCOURAGE THEIR ATTEMPTS TO SPEAK THEIR ADDITIONAL LANGUAGE [LO 1.5]

TO INTERACT IN ADDITIONAL LANGUAGE AND EXPRESSES OPINIONS AND FEELINGS [L.O.2.1]

TO ANSWER MORE COMPLEX QUESTIONS [LO 5.2.1]

Finding out!

Interviewing

How to interview someone successfully ...

An interviewer needs to ask questions that do not require a yes or a no answer only. When interviewing somebody, your questions should encourage the person to give detailed answers or more information.

The following types of questions can help you when you plan your interview.

Select those that you would like to use and complete the questions. Can you add any of your own to the list?

What happened when ___?

Can you remember when ___?

Where were you ___?

Describe your feelings ___?

Why did you ___?

What do you think will ___?

What about ___?

Please tell our listeners exactly ____ .

3.4.5 Assessment

LO 3

READING AND VIEWING The learner will be able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

- 3.1 understands in a simple way some element of stories:
 - 3.1.4 notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. how old and young people are represented in pictures);
- 3.2 understands, in a simple way, some elements of poetry:
 - 3.2.1 rhyme;
 - 3.2.2 words which begin with the same sound;
- 3.6 reads for pleasure:
 - 3.6.1 reads fiction and non-fiction at an appropriate reading and language level;
 - 3.6.4 solves word puzzles;
- 3.7 uses reference books and develops vocabulary:
 - 3.7.1 uses a dictionary;
 - 3.7.2 demonstrates a reading vocabulary of between 2 000 and 3 500 common words.

LO 4

WRITING The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

- 4.3 writes creatively:
 - 4.3.1 writes a play script or dialogue;
- 4.5 treats writing as a process, and uses developing knowledge or language structure and use:
 - 4.5.1 writes rough drafts;
 - 4.5.6 spells familiar words correctly;
 - 4.5.7 uses a wider range of punctuation (e.g. inverted commas).

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

- 5.2 uses language for thinking:
 - 5.2.4 classifies things according to criteria;
 - 5.2.5 identifies similarities and differences between things;
 - 5.2.6 distinguishes parts from the whole;
 - 5.2.8 expresses opinions and gives reasons for them.

3.4.6 Memorandum

3.4.7 ACTIVITY 1

Treat writing as a process, and use developing knowledge of language structure and use.

Learner must write a script, dramatise it and then perhaps fill in the bubbles properly. Let them write down the speech in PENCIL first.

Let them know that when writing dialogue, they need to leave a space open between speakers AND that a new speaker requires a new line. This is different from writing in bubbles, where punctuation should really be correct and interesting.

Ask them to avoid slang and contractions if possible. This will make a difference to the finished product!

ACTIVITY 2

We all know these tongue twisters! Have fun with tongue twisters by seeing how quickly they can be read/said – without getting confused! They are found in the learners' module.

Discuss with the learners

- what makes this kind of poetry unique
- the style of this kind of poetry
- rhyme
- alliteration

Encourage the learners to find other tongue twisters and to bring them to class to read or recite. This kind of poem lends itself to lots of fun – and ultimately the pupils will enjoy poetry. Groups of learners, reciting or reading tongue twisters, can compete against each other.

Encourage the learners to display their choices on the pinboard, or allow them to paste their tongue twister onto an extra page in their unit of work.

Poetry is for enjoyment. Keep this in mind at all times.

ACTIVITY 3

Finding out about interviewing:

Now give them the instructions:

Work with a partner.

One of you is the interviewer and must interview the other.

You may select topics of your own.

Use current news stories.

You may only use 1 prop each.

Allow the learners to complete the checklist below, before presenting their interview to the rest of the class.

Remember that it is never easy interviewing someone. It is a skill that needs to be practised. Allow the learners to practise in class – so that you can help if necessary. It is simple if you allow half the class to practise at one time (a bit noisy!) while the other half of the class ‘tutors’ them.

The following checklist can be put up on newsprint, on the chalkboard or even handed out to the learners, before the time. This serves as a guide while they are working in their groups.

Checklist

1.	The questions lead to informative answers.	Yes	No
2.	The interviewer spoke clearly and audibly.	Yes	No
3.	Enough time was given to answer properly.	Yes	No
4.	The topic was interesting and newsworthy.	Yes	No
5.	The interviewer introduced the guest.	Yes	No
6.	This was an enjoyable task.	Yes	No

Table 3.1

3.5 A letter to my sport hero⁵

3.5.1 ENGLISH HOME LANGUAGE

3.5.2 Grade 4

3.5.3 SPORT

3.5.4 Module 21

3.5.5 A LETTER TO MY SPORT HERO

3.5.5.1 Activity 1

3.5.5.2 To write a letter [LO 4.1.1]

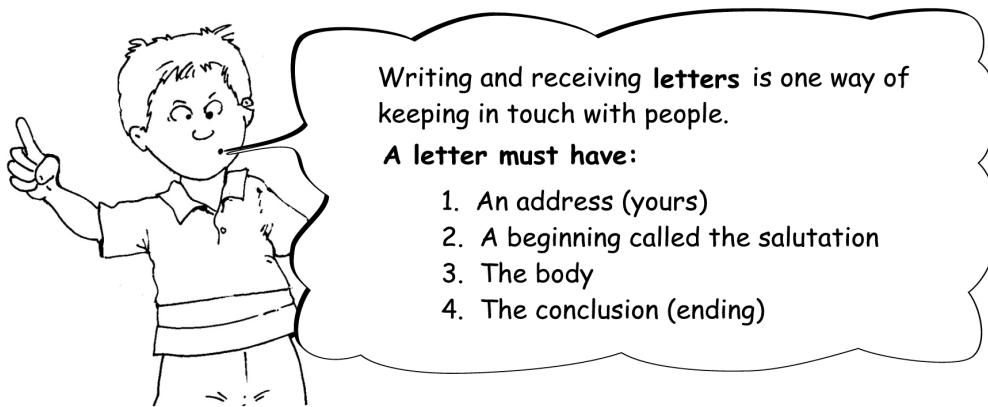


Figure 3.5

⁵This content is available online at <<http://cnx.org/content/m27101/1.1/>>.

(1) 12 Young Road
Cape Town
2000
5 November 2002

(2) Dear Tara

(3) I was so happy
.....
.....

(4) Give my regards to your sister and parents.

Your friend
Erin

Figure 3.6

- You would absolutely love it if you could spend ONE DAY with your sport hero. Just imagine your friends' faces!! Write a letter inviting him/her to an important function at your school.

Complete the following word search.

i	v	z	e	i	c	w	o	t	o	t	n	a	l	g	o
c	e	n	t	v	o	i	t	a	n	o	r	t	e	n	i
n	r	o	b	m	u	s	c	l	e	s	v	o	i	e	a
a	p	i	l	a	n	o	i	t	a	n	r	c	t	n	i
s	r	o	t	a	t	c	e	p	s	z	x	d	a	n	c
r	o	l	s	t	r	i	o	a	n	e	l	y	a	o	s
m	b	m	o	c	i	p	u	n	x	a	b	w	l	i	g
u	a	p	c	o	e	m	u	c	l	e	s	y	o	c	y
z	b	i	r	m	s	y	e	i	e	r	m	e	s	e	m
v	i	e	e	p	v	l	t	e	t	p	e	i	s	e	n
i	y	c	x	e	l	o	h	n	e	i	t	i	o	n	a
t	u	o	i	e	n	o	i	t	i	t	e	p	m	o	c
w	z	e	n	i	r	l	e	e	t	e	l	a	y	i	t
a	e	t	m	u	s	c	l	e	s	a	n	t	c	n	i
g	y	m	n	a	s	t	i	c	s	n	t	i	o	s	c
e	s	y	h	w	d	a	g	s	d	w	a	i	n	e	s
w	h	d	l	v	o	n	i	n	e	i	n	c	i	n	o

Table 3.2

spectatorsinternationalcompetitionolympicathletecountries	ancientgymnasticsexerciseexcellentmuscles
---	---

Table 3.3

Activity 2

3.5.5.3 To design an advertisement [LO 4.1.3]

- You are a budding entrepreneur. You are going to hold a SPORTS CLINIC in the holidays to earn pocket money and entertain your peers.
- Design an advert in the space below. Remember to give your business a name, mention the venue, time, date, costs involved, your e-mail address and cell number. Illustrate your advert with an eye-catching slogan of your clinic, the 'Proudly South African' logo and pictures of your choice.

3.5.6 Assessment

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks);

- writes and designs various media texts for different audiences (e.g. poster, cartoon strips, simple brochures).

3.6 Nouns and adjectives⁶

3.6.1 ENGLISH HOME LANGUAGE

3.6.2 Grade 4

3.6.3 SPORT

3.6.4 Module 22

3.6.5 NOUNS

3.6.6 ADJECTIVES

3.6.6.1 Activity 1

3.6.6.2 To learn about nouns [LO 6.2.5]

- A **noun** is a word used for naming a **person**, an **animal**, a **place** or a **thing**!
- Names of people are **nouns**, even though you can't put 'the' in front of them.

Give these people names:



Figure 3.7

.....
⁶This content is available online at <<http://cnx.org/content/m27135/1.1/>>.



Figure 3.8

-
- Spot the nouns in the block. Underline them in a bright pencil crayon.

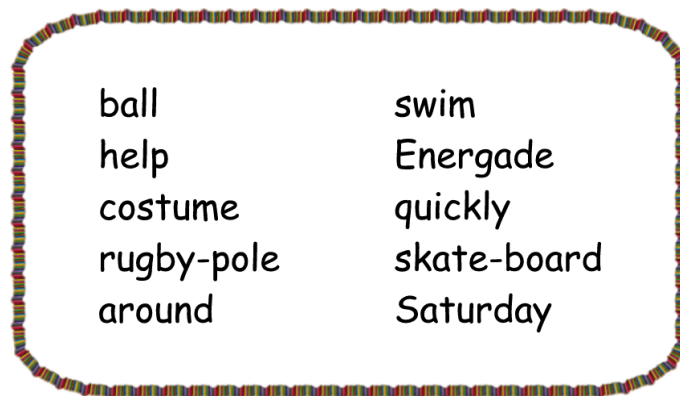


Figure 3.9

- Underline the nouns in the sentences below:
- Penny Heyns won two Olympic gold medals for swimming.
 - Bruce Fordyce holds the record for winning the Comrades nine times.
 - The marathon was first held in 1921.
 - The Comrades is between Durban and Pietermaritzburg.

3.6.6.3 Activity 2

3.6.6.4 To differentiate between proper nouns, common nouns and collective nouns [LO 6.2.5]

LET'S DRAW A MIND MAP

- Fill in your own examples to help you understand.

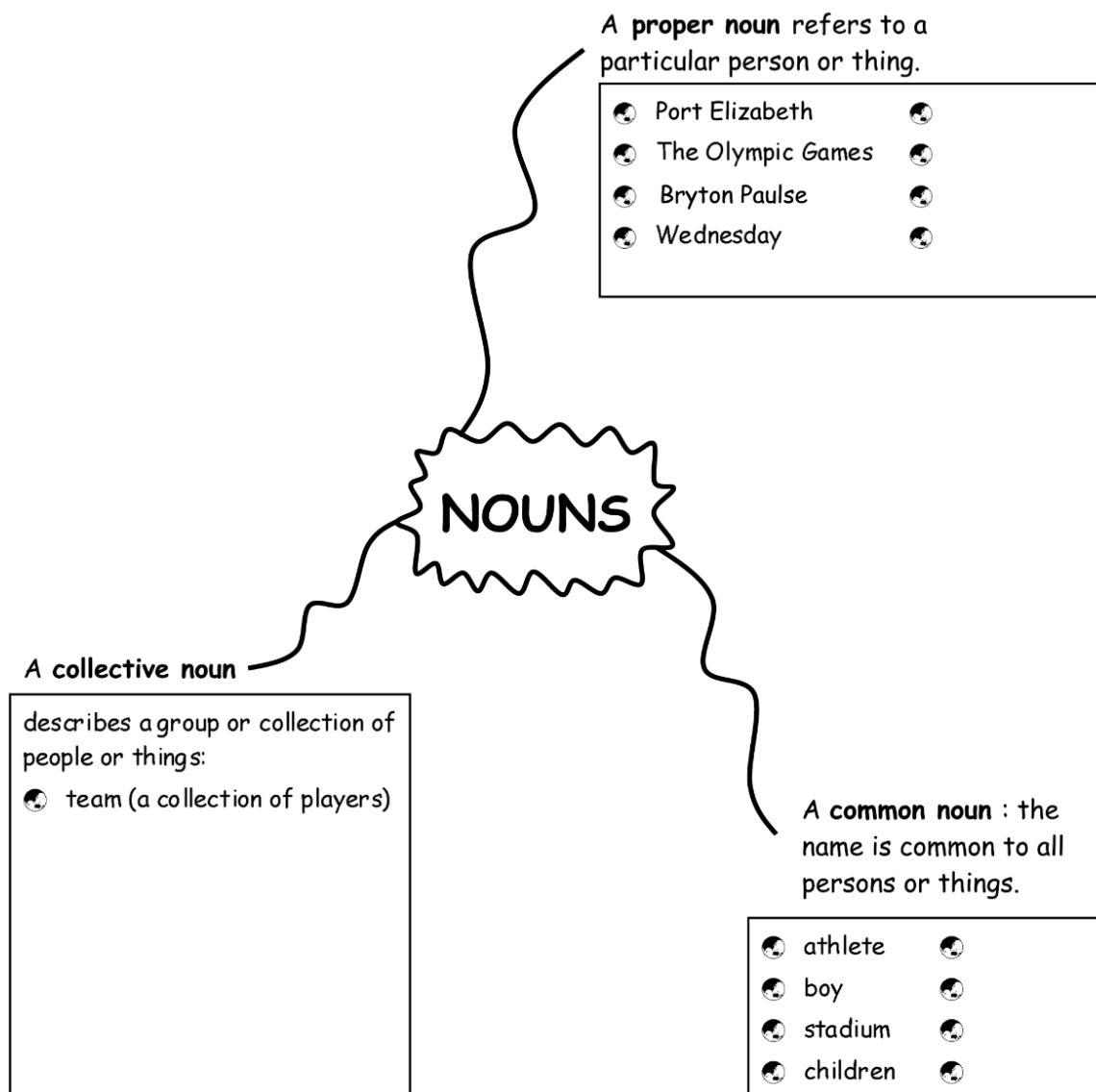


Figure 3.10

- Read the passage carefully. Underline the **proper nouns** in blue and **common nouns** in orange. Make a list of them below.

Clyde watched his friends learning how to swim. It was a scorching Saturday morning in Knysna and the spray was shooting up where Grant, Matthew and Xolile were diving into the deep end of the pool. Mrs Adams, Clyde's teacher, noticed how sad and miserable he looked standing on the grass.

Can you predict what Mrs Adams did?

PROPER NOUNS COMMON NOUNS

.....

.....

.....

.....

.....

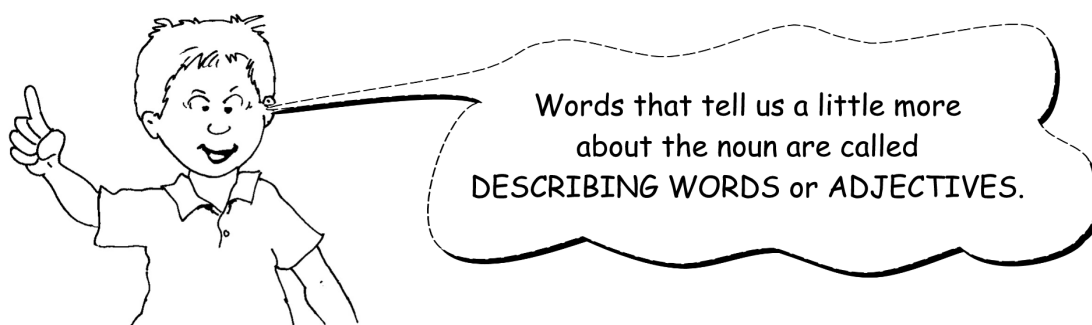


Figure 3.11

3.6.6.5 Activity 3

3.6.6.6 To check your spelling in a dictionary [LO 6.1.5]

3.6.6.7 To learn about adjectives [LO 6.2.5]

- Rewrite these sentences by adding descriptive words to make them more interesting:

The child kicked the ball into the bush.

1. The child kicked the ball into the bush.
2. The spectators at Hogwarts School eagerly sat on the stands while the sport of Quidditch was being played.

The words you have used to make your sentences more interesting are called **ADJECTIVES**!

- How many words can you think of to describe an **athlete**?

.....

.....

.....

.....

.....

.....

.....

.....

- Complete the following sentences by filling in a suitable adjective. Use your dictionary to help you with spelling.

1. The horse threw his
rider onto the grass.
2. The player thanked his
opponents.
3. The netball team played a
game.
4. dancer glided across the
stage.
5. The lifesaver rescued the
swimmer.
6. Karate is a sport.

3.6.7 Assessment

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

- 6.1 works with words:
 - 6.1.5 checks spelling in a dictionary;
- 6.2 works with sentences:
 - 6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions.

3.6.8 Memorandum

3.6.8.1 Activity 1

- ball
 - costume
 - rugby-pole
 - Energade
 - Skate-board
 - Saturday
1. Penny Heyns, medals
 2. Bruce Fordyce, Comrades
 3. Marathon
 4. Comrades, Durban, Pietermaritzburg

3.6.8.2 Activity 2

Proper nouns	Common nouns
Clyde	Friends
Knysna	Spray
Grant	End
Matthew	Pool
Juan	Teacher
Mrs Muller	Grass
Saturday	

Table 3.4**Activity 3**

Any acceptable, correctly spelt adjectives.

1. energetic; round / soccer / rugby; thick / thorny
2. excited / eager; steep / open; fast / dangerous

Adjectives

1. wild / galloping; inexperienced / young; lush / green
2. polite / winning; tired
3. tired / enthusiastic / energetic dangerous
4. Swan Lake's; large / wooden
5. brave / strong; tired / exhausted
6. Japanese

3.7 Wobblefluffs and Skinnibones⁷**3.7.1 ENGLISH HOME LANGUAGE****3.7.2 Grade 4****3.7.3 FANTASIA****3.7.4 Module 23****3.7.5 WOBBLEFLUFFS AND SKINNIBONES****3.7.5.1 Activity 1****3.7.5.2 To use the dictionary to check spelling [LO 6.1.5]****SPELLING, VOCABULARY AND DICTIONARY SKILLS**

- Use your dictionary to help you understand the meaning of the following words. Write down the meaning of each word. You may work with a friend as long as you WHISPER!

1. imagine

⁷This content is available online at <<http://cnx.org/content/m27138/1.1/>>.

- 1. fantasy
- 1. powerful
- 1. impenetrable
- 1. enormous
- 1. energetic
- 1. magical
- 1. slithered
- 1. disaster
- 1. tomorrow
- 1. compassion
- 1. unique
- 1. ferocious
- 1. hibernate
- 1. superstitious

The Wobblefluffs & Skinnibones

The Skinnibones are extremely tall people. They are diligent workers and have the ability to work very quickly. They talk very fast when they speak and tend to leave out words. They stand up when they eat and munch away very quickly. Skinnibones sleep in narrow, firm beds and enjoy sitting on wooden chairs that are rather hard. Their land is very unusual – there are no sweet and cake shops. Their buses don't have any seats. Their motto is "Time and wait for no man!" When they make an appointment it is verbalised to the very second, e.g. eighteen minutes and four seconds past two.



Figure 3.12

In contrast, the Wobblefluffs never get angry or sad. They take their time in all their activities, enjoy sharing jokes, laughing and talking about food. Wobblefluffs eat a meal every hour and call this their 'hourly snack!' After their meal, they have an hourly nap. Their love of food contributes to their large size. The only reason they get angry is because they dislike the evil ways of the Skinnibones.



Figure 3.13

3.7.5.3 Activity 2

3.7.5.4 To listen for information and answer questions [LO 1.6]

- Listen very carefully while your teacher reads the **Wobblefluffs** and **Skinnibones** passage to you. It may help if you close your eyes and form a picture in your mind.
- Answer the questions by underlining the most appropriate answer supplied below:

QUESTIONS

1. The Skinnibones look different from the Wobblefluffs because they
 - (a) are hard workers.
 - (b) speak quickly.
 - (c) are tall and thin.
2. What is the difference in the way Wobblefluffs and Skinnibones move?
 - (a) Skinnibones work quickly and Wobblefluffs work slowly.
 - (b) Skinnibones move quickly and Wobblefluffs take their time.
 - (c) Wobblefluffs move very quickly in all they do.
3. The buses for Skinnibones
 - (a) have narrow and hard seats.
 - (b) have no place for people to stand and stretch their legs.
 - (c) don't have any seats.

How do Skinnibones make appointments?

- Skinnibones plan their meeting times down to the last second.
- They enjoy telling jokes during meetings.
- They are very reliable and keep their appointment times.

Answer True or False.

- The Wobblefluffs enjoy sleeping in firm beds.
- The Wobblefluffs eat every hour.
- You will find an abundance of sweet shops in the Skinnibones land.
- The Wobblefluffs leave out words when they tell jokes.
- The Wobblefluffs dislike the Skinnibones because they are so wicked.
- The Skinnibones pass their time by talking about food.

3.7.6 Assessment

LEARNING OUTCOME 1: LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

3.7.6.1 Assessment Standard

We know this when the learner:

1.6 listens for information in different kinds of texts (such as weather reports, school announcements, interviews), recalls main ideas or specific details, and responds appropriately.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 works with words:

6.1.5 checks spelling in a dictionary.

3.7.7 Memorandum

3.7.8 Activity 1

1. imagine: form a mental picture of
2. fantasy: imagination (the imagining of improbable / impossible things)
3. powerful: very strong
4. impenetrable: cannot be penetrated
5. enormous: very big / huge
6. energetic: full of life / vitality / full of energy
7. magical: supernatural / mysterious
8. slithered: slid
9. disaster: catastrophe / calamity
10. tomorrow: the day after today
11. compassion: sympathy
12. unique: one of a kind / nothing like it
13. ferocious: very fierce / vicious
14. hibernate: "sleep" during winter
15. superstitious: believing in irrational or supernatural influences

Activity 2

1. (c)
2. (b)
3. (c)
4. (a)
5. (a) False
(b) True
(c) False

- (d) False
- (e) True (They believe them to be wicked.)
- (f) False

3.8 Compare the Wobblefluffs and Skinnibones⁸

3.8.1 ENGLISH HOME LANGUAGE

3.8.2 Grade 4

3.8.3 FANTASIA

3.8.4 Module 24

3.8.5 COMPARE THE WOBBLEFLUFFS AND SKINNIBONES

- Let's see if you are able to identify main ideas from the passage. Compare the Skinnibones to the Wobblefluffs in summary form.

MY COMPARISON CHART

	SKINNIBONES	WOBBLEFLUFFS
key headings		
physical appearance		
theyspeak . . .		
personality		
food intake		
unusual habits		

Table 3.5

3.8.5.1 Activity 1

3.8.5.2 Use information from a text to make conclusions [LO 5.3.6]

- The inhabitants of Skinnibones Land are surrounded by everything that is long and thin, e.g. needles. The Wobblefluffs are surrounded by large, round objects. Brainstorm in your groups and see how many ideas you can think of!

NB Use your dictionary to help you spell challenging words.

⁸This content is available online at <<http://cnx.org/content/m27139/1.1/>>.

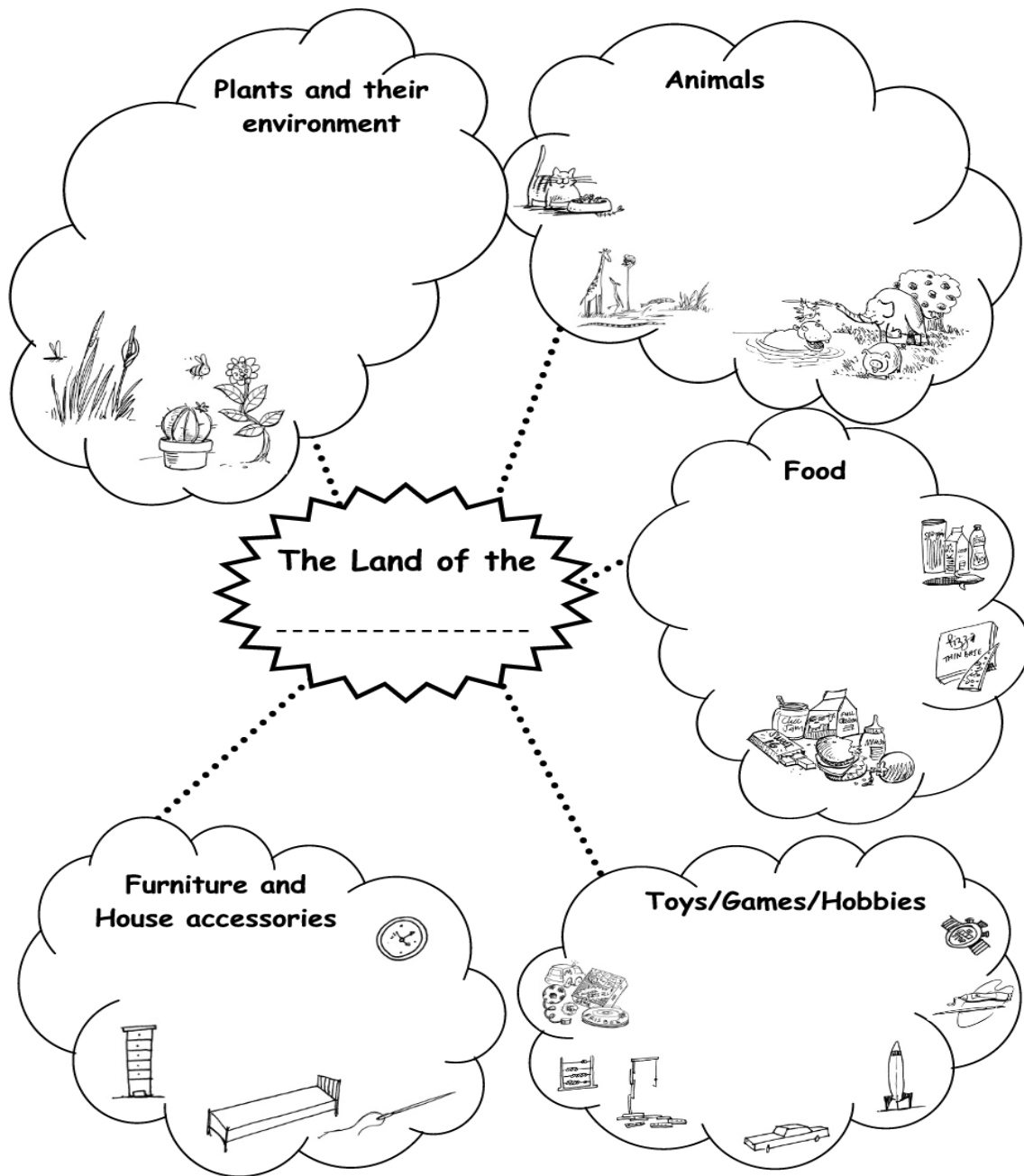


Figure 3.14

3.8.5.3 Activity 2**3.8.5.4 To describe an imaginary person [LO 4.1.1]**

BRING OUT THE “CREATIVE GENIUS” IN YOU!

- Invent your own unusual character. Give your person an interesting name. Include the following in your paragraph: describe their appearance, unique habits, their homes, likes and dislikes.

Ideas of names: Nobbilinocks

Penopods

Grannygoos

Snuzzlesnoods

WRITING:

Language (capital letters and full stops)	1	2	3	4	5
Spelling	1	2	3	4	5
Use of descriptive words.	1	2	3	4	5

Table 3.6

My unique person isand he/she looks like this:

3.8.5.5 Activity 3**3.8.5.6 To read for detail [LO 3.1.3]****3.8.5.7 Read this delightful passage:**

Heracles

Many years ago in the land of Castalia, word spread that the King and Queen were expecting a little baby. Everyone was overjoyed to hear the news, except a young servant, Alcmene, who worked in the palace. Alcmene’s husband had died in the war and she was sad because she would never have a child of her own.

The gods on Mount Olympus noticed how sad she was, especially Zeus, who was the most powerful god. Zeus felt compassion for her and granted Alcmene the child she had always longed for.

Alcmene proudly held her baby in her arms and said, “You’re such a big strong boy. I’m going to name you Heracles.”

(Retold by the author, original writer unknown)



Figure 3.15

1. Why were the King and Queen so happy?

1)

1. How did Alcmene feel when she heard the 'palace news'?

(1)

1. Clearly explain her reason for feeling this way.

(1)

1. Who was Zeus and where did he live?

(2)

1. How was Zeus able to help Alcmene?

(1)

1. What does the name Heracles mean?

(1)

1. Find a word from the passage which means the same as:

- (a) excited
- (b) infant
- (c) pity

(3)

3.8.6 Assessment

LEARNING OUTCOME 3: READING AND VIEWINGThe learner is able to read and view for information and enjoyment, and to respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard

We know this when the learner:

3.1 reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books);

- scans for specific details.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks).

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.3 processes information:

5.3.6 makes judgements based on the information and draws conclusions.

3.8.7 Memorandum

3.8.7.1 Comparison of Skinnybones to Wobblefluffs

Key headings	SKINNIBONES	WOBBLEFLUFFS
physical appearance	Very tallThin (narrow beds)	Big people
they speak...	Very fast; leave out words	Take their time; like telling jokes
personality	Like working hard.Very organised and disciplined	Relaxed, fun-loving, sociable
food intake	Eat what is necessary to keep going. No delicacies or sweet things. Eat quickly.	Enjoy food.Eat every hour.
unusual habits	Stand while eating.No sweet and cake shops.When they make appointments they define the time limits exactly.	Eat every hour and then take a nap.

Table 3.7

Activity 3

1. They were expecting a baby.
2. She was sad because her husband had died in the war and she would never have her own child.
3. She would not be able to have a baby if she had no husband.
4. Zeus was the most powerful god and he lived on Mount Olympus.
5. He was a powerful god and made her wish to have a baby come true.

6. Something like: The strong one (**strong**).
7. (a) overjoyed
(b) baby
(c) compassion

3.9 A hamster in my desk?⁹

3.9.1 ENGLISH HOME LANGUAGE

3.9.2 Grade 4

3.9.3 FANTASIA

3.9.4 Module 25

3.9.5 A HAMSTER IN MY DESK?

3.9.5.1 Activity 1

3.9.5.2 To use suitable words to complete sentences [LO 6.2.5]

CLOZE PROCEDURE

- Fill appropriate words in the spaces provided.

HINT: Consider the ‘context’. It helps if you read each sentence first! Use your dictionary to help you spell the challenging words.

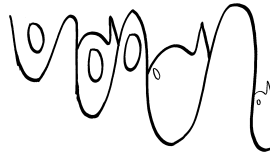
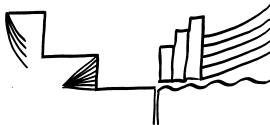
Simon’s Dream

Simon resting in the shade of a willow tree on their lawn, one afternoon. Simon heard someone sighing, but he looked around, no one was visible. He the ‘sigh’ again, and this time he sat up. To his he saw a little goblin perched on a rosebush nearby. The chap looked so that Simon him what wrong.

“Oh!” mumbled the goblin, “our king is sad his daughter, the princess Meredith, is ill. She needs hair from a brown and white dog’s tail to her. “I am to help.” said Simon. “I’ll fetch Webster for you now. You may the hair from his tail.” “Thank you, “, said the goblin. “Time is of the essence. A fairy has cast a spell over our princess. If she not receive the hair before the sun sets, she die!”

(Adapted and rewritten by the author, original author unknown)

⁹This content is available online at <<http://cnx.org/content/m27145/1.1/>>.

3.9.5.3 Activity 2**3.9.5.4 To write text from a picture [LO 4.1.4]****Figure 3.16****Figure 3.17****Figure 3.18**

Choose one of the pictures and write a descriptive paragraph about it.

3.9.5.5 Activity 3**3.9.5.6 To write a letter, checking your spelling, punctuation and neatness [LO 4.1.1, 4.4.3]**

There is a . . .

Hamster living in your school desk at night...

- Write a letter to Booster. Perhaps he'll even surprise you and reply!

3.9.5.7 Assessment

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.1 writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks).

4.1.4 converts information from one form into another (e.g. written text into tables).

4.4 applies knowledge of language at various levels:

4.4.3 paragraph level:

uses topic and supporting sentences to develop a coherent paragraph,

uses appropriate grammar, spelling and punctuation.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions.

3.9.5.8 Memorandum

3.9.6 Activity 1

Words may differ (own contributions by learner) – these are suggestions.

SIMON'S DREAM

Simon **was** resting in the shade of a **leafy** willow tree on their lawn, one **sunny** afternoon. Simon heard someone sighing, but **when** he looked around, no one was visible.

He **heard** the 'sigh' again, and this time he sat up. To his **amazement** he saw a little goblin perched on a rosebush nearby. The **little** chap looked so **miserable** that Simon **asked** him what **was** wrong.

"Oh!" mumbled the goblin, "our king is **very** sad **because** his **only** daughter, the princess Meredith, is ill. She needs **some** hair from a brown and white dog's tail to **cure** her."

"I am **able** to help," said Simon. "I'll fetch Webster for you now. You may **cut** / **take** the hair from his tail."

"Thank you," said the goblin **gratefully**.

"Time is of the essence. A **wicked** fairy has cast a spell over our princess. If she **does** not receive the hair before the sun sets, she **will surely** die!"

3.10 Verbs, prefixes and adverbs¹⁰

3.10.1 ENGLISH HOME LANGUAGE

3.10.2 Grade 4

3.10.3 FANTASIA

3.10.4 Module 26

3.10.5 VERBS

3.10.6 PREFIXES

3.10.7 ADVERBS

3.10.7.1 Activity 1

3.10.7.2 To complete sentences by using verbs [LO 6.2.5]

LANGUAGE FUN - VERBS

A verb is a do or action word and it tells us what someone or something is doing, e.g. singing eating.

It is the most important word in a sentence. Without it, the sentence doesn't make sense.

- Write a different verb in each of the sentences.

Make up interesting verbs, and use your dictionary to check your spelling!

1. The Marrog could the entire class.
2. The teacher when she saw the strange creature.
3. He up their lunches with one enormous gulp.
4. Fattypuffs and enjoy telling jokes.
5. They have to in buses, as there are no seats.

Brainstorm and read other verbs you can think of;

¹⁰This content is available online at <<http://cnx.org/content/m27148/1.1/>>.

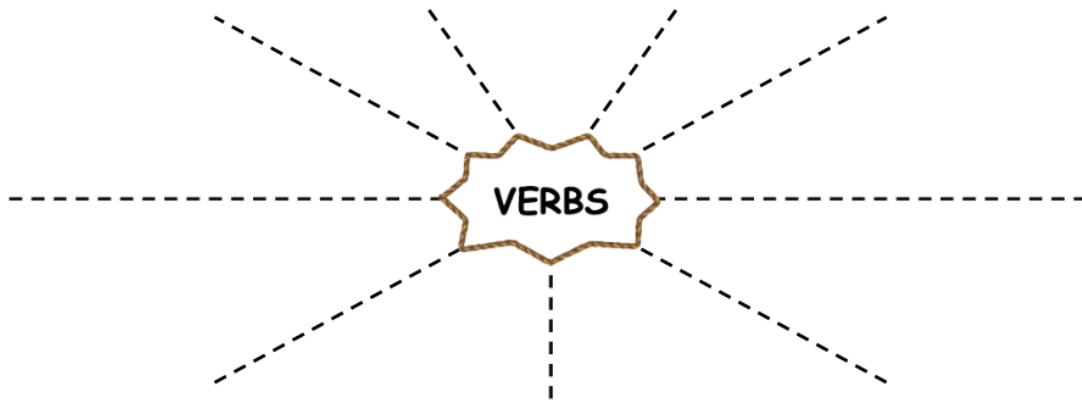


Figure 3.19

- Colour in the appropriate answer.

I am able / unable to identify verbs in sentences.

3.10.7.3 Activity 2

3.10.7.4 To learn about prefixes [LO 6.1.1]

SUPER . . . PARTS OF SPEECH!

- Read 'Raindrops' and answer the questions that follow:

Raindrops

When clouds cover the skies
I know it's going to rain
I curl up in my bed
and listen to the drops
on my window pane
The raindrops splash on roses
and their petals look like silk
but the white roses with raindrops
look like the colour of milk
It is a beautiful scene
for the roses' leaves
are always green
While sitting on my chair
I watch the raindrops
and oh how I wish I was there
They look magical as they sprinkle down
the raindrops wet the other flowers
and it looks like they are having little showers

The roses start whispering
 the flowers are glistening
 the rain stops
 and the dew is sitting on the flower tops.

ASHLEY RAAFF

(10 years old)

Author's Godchild

PREFIXES

'Super-' is a prefix and it means 'above', beyond or outstanding.

- Record as many words beginning with 'super-' as you can. Briefly, write their meanings next to the arrowheads below.

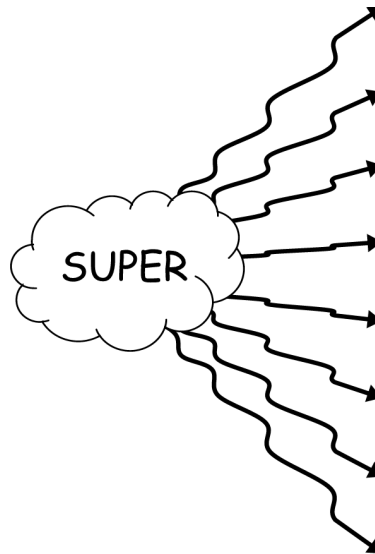


Figure 3.20

The prefix “**Pro**” means “for” “**Re**” means “back; again

- Write three words each beginning with the prefixes and their meaning.

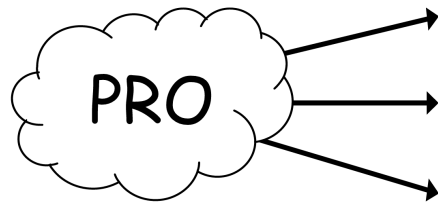


Figure 3.21



Figure 3.22

-
- Read the passage carefully. Underline the **VERBS** in blue and **ADVERBS** in orange.

Make a list of them.

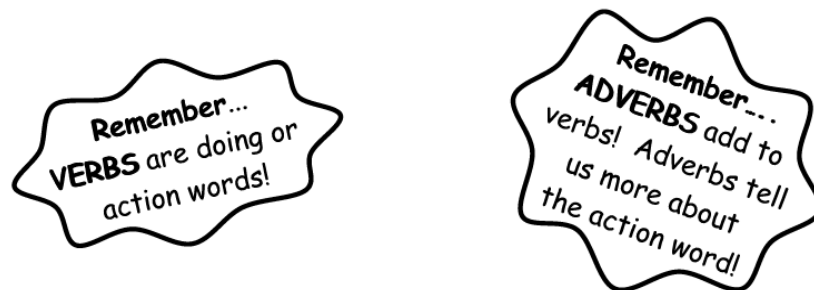


Figure 3.23

Simon whistled for his dog. When Webster heard his master, he scampered quickly to the tree. Simon told him to lie down and he gently removed hair from Webster's tail.

Webster fondly licked his master's face, totally unaware of what was happening. Simon turned to give his dog's hair to the little goblin. To his amazement, there was no goblin sitting on the rose bush. Webster wagged his tail joyfully and Simon laughed when he realised he had only been dreaming.

3.10.7.5 Activity 3

3.10.7.6 To speak with fluency and the proper body language [LO 2.4.1]

LET YOUR IMAGINATION SOAR! CAPTURE THE CLASS . . .

You reached into your jacket pocket, only to discover a very strange and wonderful object! You had bought it many months ago and had forgotten all about it!

- What is it? Describe it!
 - Where did you get it?
 - What is its purpose?
 - Do you plan to do something special with it?
-
- Use your imagination and amaze your teacher and friends. You may use 'props' and dress up to make your presentation even more captivating!

3.10.8 Assessment

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.4 uses appropriate words and structures for different purposes and audiences:

2.4.1 uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language);

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.1 works with words:

6.1.1 uses prefixes, stems and suffixes to form words;

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions.

3.10.9 Memorandum

3.10.9.1 Activity 1

- doing
1. feed
 2. exclaimed
 3. gobbled
 4. laugh
 5. stand

3.10.9.2 Activity 2

Own, but here are some suggestions.

SUPER +

Superhuman: more than human

Supervise: watch over

Superman / superwoman: more than man / woman; having exceptional powers

Superlative: of the highest degree

Superstructure: a structure built on top of something else

Superstore: a very large shop

Supercomputer: a very powerful mainframe computer

Superstar: extremely famous and successful performer or sports star

PRO +

Provide: make available for use

Projector: device for projecting studies or film on a screen

Prolong: continue for a long time

RE +

Reverse: to move backwards

Re-invent: to invent again

Recuperate: to get better again

3.10.9.3 VERBSADVERBS

1. whistled 1. quickly
2. heard 2. gently
3. scampered 3. fondly
4. told 4. totally (It tells us more about the adj. *unaware* in this case.)
5. removed 5. joyfully
6. licked 6. only
7. was happening
8. turned
9. was
10. wagged
11. laughed
12. realized
13. had been dreaming

3.11 Parts of speech¹¹

3.11.1 ENGLISH HOME LANGUAGE

3.11.2 Grade 4

3.11.3 FANTASIA

3.11.4 Module 27

3.11.5 PARTS OF SPEECH

3.11.5.1 Activity 1

3.11.5.2 To work with parts of speech and proverbs [LO 6.2.5, 6.6]

- Read the following passage carefully.

The Three Bears – the latest edition!

Panorama – James Jenson and Craig Cooper knew the fairy story of the three bears but they felt it was a bit **far-fetched**.

James and Craig, two very **hard-working** loggers were working in the forest on Panorama Island. They chopped down an enormous cedar tree.

A large bear **appeared ferociously** out of the **hollow trunk** when the tree **crashed** to the ground.

“She must have **gone** inside the trunk to hibernate,” said Jenson.

Jenson heard noises, and when he **investigated** he saw three darling little bear cubs inside.

The men left the bear cubs in peace, hoping that their mother would return for them. Eventually, Craig took them home and fed them milk, water and egg yolk, with honey for dessert.

The cubs were taken to the **Tygerberg Zoo**. They will become a feature attraction at the children’s zoo.

(A news item, retold by the author)

1. From the first paragraph choose:

- (a) two common nouns:
- (b) two adjectives:
- (c) From the second paragraph choose:

- (a) two proper nouns:
- (b) two verbs:
- (c) Name the parts of speech of the following words:

- (a) appeared
- (b) ferociously
- (c) hollow
- (d) trunk
- (e) gone
- (f) investigated
- (g) crashed
- (h) Tygerberg Zoo

Underline the best answer:

¹¹This content is available online at <<http://cnx.org/content/m27152/1.1/>>.

1. “far-fetched” (paragraph 1) means:

- very far away.
- too unusual to be true.
- they could not reach it.
- “hard-working” (in paragraph 2) means:
- they find the work they do, rather difficult.
- they are rough, hard men.
- they are devoted to their task.
- Write each sentence in the PAST TENSE.
- Jenson takes the cubs home!

- The loggers work in the forest and chop trees down.

- They see Panorama Island in the distance.

1. **Complete the following PROVERBS.** Use the jumbled up words in the block to help you.

- (a) A friend in need
- (b) Every cloud
- (c) New brooms
- (d) A stitch in time

clean sweep indeed a is

silver saves lining has a friend nine

Clearly explain the following proverb:

Where there’s a will, there’s a way.

DIRECT SPEECH

If you are writing down the exact words that someone is saying, it is called **DIRECT SPEECH**. Words that are spoken are put inside inverted commas.

Here are some examples:

- “I love you so much, Heracles,” said Alcmene.
- “I enjoyed my birthday party,” said the Wobblefluff.
- Simon exclaimed, “Gosh, I’m hungry!”

Direct speech always begins with a capital letter. A comma is used to separate the name of the speaker from the words he is saying.

3.11.5.3 Activity 2

3.11.5.4 To use the correct punctuation for Direct Speech [LO 6.2.8]

Use inverted commas, commas and capital letters correctly in the following sentences:

- we are diligent workers exclaimed the Skinnibones.
- wobblefluff, why do you talk about food so much? asked the Skinnibones.

- look, there's the little goblin! exclaimed Simon.
- Simon said I am here to help you.
- would you like the hair from Websters tail? asked Simon.
- the spangled pandemonium is missing, warned the zookeeper.
- don't wander after dark the keeper told the school children.
- woof, woof yapped Webster when he spotted his dinner.
- you are a couch potato, Craig. turn the television off now exclaimed his mother.
- Craig replied I enjoy watching television Mother.

3.11.6 Assessment

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.5 identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;

6.2.8 uses punctuation correctly (e.g. quotation marks for direct speech, apostrophe for possession).

6.6 uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks).

3.11.7 Memorandum

3.11.8 Activity 1

1. (a) story, hears
(b) fairy, three, far-fetched (any two)
2. (a) James, Craig, Panorama Island (any two)
(b) were working, chopped
3. (a) verb
(b) adverb
(c) adjective
(d) (common) noun
(e) part of verb: have gone
(f) verb
(g) verb
(h) (proper) noun
4. too unusual to be true
5. they are devoted to their task
6. (a) Jenson took the cubs home!
(b) The loggers worked in the forest and chopped down trees.

(c) They saw Panorama Island in the distance.

7. (a) ... is a friend indeed.

(b) ... has a silver lining.

(c) ... sweep clean.

(d) ... saves nine.

If one really wants to do something, one will find a way of doing it, even if it is difficult.

3.11.8.1 Activity 2

1. "We are diligent workers!" exclaimed the Skinnibones.
2. "Wobblefluff, why do you talk about food so much?" asked the Skinnibones.
3. "Look, there's the little goblin!" exclaimed Simon.
4. Simon said, "I am here to help you."
5. "Would you like the hair from Webster's tail?" asked Simon.
6. "The Spangled Pandemonium is missing," warned the zookeeper.
7. "Don't wander after dark," the keeper told the school children.
8. "Woof, woof!" yapped Webster when he spotted his dinner.
9. "You are a couch potato, Craig. Turn the television off now!" exclaimed his mother.
10. Craig replied, "I enjoy watching television, Mother."

3.12 My book review¹²

3.12.1 ENGLISH HOME LANGUAGE

3.12.2 Grade 4

3.12.3 FANTASIA

3.12.4 Module 28

3.12.5 MY BOOK REVIEW

FANTASIA WORD SEARCH

¹²This content is available online at <<http://cnx.org/content/m28884/1.1/>>.

S	W	I	M	N	E	T	X	Z	E	U	S	A	P
N	B	M	E	H	L	N	I	K	G	J	K	O	O
S	I	M	O	N	G	T	O	M	O	R	R	O	W
G	O	B	L	I	N	J	B	R	D	F	H	Z	E
W	C	F	W	A	R	E	A	E	M	E	G	I	R
F	D	C	L	O	U	D	A	C	D	O	S	L	F
A	T	R	E	E	Y	G	S	M	K	K	U	K	U
N	O	E	V	W	X	R	H	O	N	E	Y	S	L
T	P	A	O	U	A	I	Z	E	N	R	T	J	S
A	E	T	T	E	C	H	M	P	I	Q	R	A	Q
S	S	U	B	U	D	A	C	A	S	T	U	G	U
Y	F	R	E	Q	G	I	F	E	G	B	N	A	E
P	G	E	I	I	K	R	T	O	S	I	Q	G	E
R	H	J	C	N	N	U	N	M	K	P	N	G	N
I	T	A	S	U	N	M	A	S	H	A	D	E	H
N	L	R	S	I	W	E	B	C	R	D	E	F	I
C	V	U	M	Y	R	Z	A	T	A	I	L	K	J
E	W	O	N	D	E	R	S	D	N	E	I	R	F

Table 3.8

minutes hair bears women wonders
 sun queen zoo unique men
 tail goblin war magical laugh
 shade jacket cloud strange friends
 tree tomorrow fantasy creature joke
 Simon powerful prince imagine swim
 Zeus dreams king enormous
 God honey desk fairy

3.12.5.1 Activity 1

3.12.5.2 To learn to do reading in an organised way [LO 4.2.1]

My Book Review

Title:

Author/ess:

No. of pages:

My star rating: 5 [U+F02A] [U+F02A] [U+F02A] [U+F02A] [U+F02A] Brilliant

4 [U+F02A] [U+F02A] [U+F02A] [U+F02A] Very good

3 [U+F02A] [U+F02A] [U+F02A] Good

2 [U+F02A] [U+F02A] Okay

1 [U+F02A] Poor

Briefly outline the story:

My favourite character is:

Two other characters in the book are:

What did you learn from the novel?

Would you recommend this book to a friend? Give a reason.

Draw your favourite part of the story.

3.12.6 Assessment

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.2 develops and organises ideas through a writing process:

4.2.1 chooses and explores topic and brainstorms ideas, using mind maps, flow charts, lists.

Chapter 4

Term 4

4.1 Tucker the strawberry lover¹

4.1.1 ENGLISH HOME LANGUAGE

4.1.2 Grade 4

4.1.3 TREATS GALORE!

4.1.4 Module 29

4.1.5 TUCKER THE STRAWBERRY LOVER

4.1.5.1 Activity 1

4.1.5.2 To learn new words [LO 4.4.1, 5.4.3]

4.1.5.3

Use your dictionary to help you understand the meaning of the following words. Write down the meaning of each word. You may work with a friend as long as you WHISPER!

1. torture
2. shrivelled
3. extraordinary

1. furnace
2. absurd
3. ferocious
4. adore
5. despicable
6. automatic
7. fiend
8. triumphant
9. sensation
10. flabbergasted
11. dumbfounded
12. nonsense

¹This content is available online at <<http://cnx.org/content/m27602/1.1/>>.

A TREAT FOR TUCKER



Figure 4.1

A soft breeze was blowing in Shadyhanger and it carried the sweet scent of strawberries through the open window of Tucker's cottage at the base of the oak tree.

Tucker had woken up very early. He was searching for his special gloves because he decided to go strawberry picking. The ground felt warm and the sun was shining brightly in the sky.

Tucker set off with his blue berry-barrow in the direction of the strawberry patch. His little mouth began to water when he saw row upon row of fat, juicy strawberries. Tucker used his thick gloves to pick a large strawberry and then he bit into it to test if it was ripe. It was! He took another bite . . . just to make sure . . . and then another . . . until there was nothing left. Tucker was very full!

Just then, over by the hedge, he noticed an enormous strawberry. It was going to be a special treat, "That's the one I'll take home in my berry-barrow," he said.



Figure 4.2

He pulled and pulled with all his might but the strawberry wouldn't budge! Suddenly the strawberry began to shake violently. Tucker felt his hands slipping out of his gloves. He was sailing through the air and then he landed on the grass with a "BUMP".

"What an unusual strawberry", thought Tucker feeling rather giddy.

Tucker waited until the world had stopped going round.

"It feels like my nap-time," he said hurrying home.

He was drifting off to sleep when he remembered he had left his gloves behind!

Adapted from "*The Walker Bedtime book*"- original story written by Peter Cross and retold by the author.

4.1.5.4 Activity 2

4.1.5.5 To listen for detail and respond appropriately [LO 1.6]

- Listen very carefully while your teacher reads the passage to you. It may help if you close your eyes and rest your head on your desk.
- Answer the questions by underlining the **most appropriate** answer supplied below:

QUESTIONS:

1. What enabled Tucker to smell the strawberries?
 - (a) The strawberries were sweet.
 - (b) Tucker's window was open.
 - (c) A breeze was blowing the sweet smell in Tucker's direction.
2. Where was Tucker's cottage located?
 - (a) It was nearby the strawberry patch.
 - (b) It was at the bottom of the oak tree in Shadyhanger.
 - (c) It was attached to one of the oak tree branches.

Why was Tucker up so early?

- He was excited to go strawberry picking.
- It was a very warm day and he wanted to spend the day outside.
- Tucker had a lot on his mind and couldn't sleep.
- What was Tucker's initial (first) reaction when he saw the strawberries?
 - (a) He picked one and began tasting it.
 - (b) Tucker put on his thick gloves immediately.
 - (c) His mouth started watering.
- How was the enormous strawberry by the hedge so different?
 - (a) It was much larger than all the other strawberries.
 - (b) The strawberry was too large to fit in his barrow.
 - (c) Tucker pulled it, but it wouldn't move.

Answer True or False

- The enormous strawberry had the ability to move.

.....

- When Tucker first looked at the enormous strawberry, he felt very giddy.

.....

- Tucker's gloves fell off his hands when he was trying to pick the strawberry.

.....

- Tucker wanted to return home because he felt tired.

.....

- (e) Tucker returned home with a berry-barrow full of strawberries.

.....

4.1.6 Assessment

LEARNING OUTCOME 1: LISTENING The learner is able to listen for information and enjoyment, and respond appropriately and critically in a wider range of situations.

Assessment Standard

We know this when the learner:

1.6 listens for information in different kinds of texts (such as weather reports, school announcements, interviews), recalls main ideas or specific details, and responds appropriately.

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.1 word level.

LEARNING OUTCOME 5: THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 uses language to think creatively:

5.4.3 finds different ways to express ideas using a thesaurus and discusses nuances in meaning.

4.1.7 Memorandum

Activity 1

1. torture: to inflict severe physical or mental pain.
2. shrivelled: to contract into a wrinkled or curled-up state
3. extraordinary: unusual or remarkable, additional
4. furnace: an enclosed structure for intense heating by fire.
a very hot place.
5. absurd: ridiculous, wildly inappropriate
6. ferocious: fierce, savage
7. adore: like very much, regard with honour and deep affection
8. despicable: contemptible, deserving to be despised
9. automatic: working of itself, without direct human involvement in process
10. friend: very wicked or cruel person, evil spirit
11. triumphant: successful, victorious
12. sensation: stirring of emotions, senses, mind, feelings
13. flabbergasted: astound, astonish
14. dumbfounded: to be speechless with surprise
15. nonsense: absurd, foolish words, ideas or behaviour

Activity 2

1. c
2. b
3. a
4. c
5. c
6. (a) false
(b) true
(c) true
(d) true

(e) false

4.2 Words and tastebuds²

4.2.1 ENGLISH FIRST ADDITIONAL LANGUAGE

4.2.2 Grade 5

4.2.3 Module 22

4.2.4 WORDS AND DISCUSSIONS

Welcome to the last term. Do start well so that you end well! Enjoy the activities!

ACTIVITY 1

TO USE WRITTEN INFORMATION TO LABEL DRAWINGS [LO 5.4.2]

TO ANALYSE WORD FORMATION [LO 6.4.1]

1. Find the –tch words hidden in the wordsearch! Shade the letters. List them below.

Clue: Two words that contain the –**tch sound** **and** are spelt –**ch**, are also hidden away.

S	K	E	T	C	H	I
Z	I	M	U	C	H	T
Z	T	Z	M	A	Z	C
S	C	R	A	T	C	H
Z	H	A	T	C	H	C
F	E	T	C	H	Z	T
Z	N	Z	H	C	T	I
S	S	E	H	C	U	D

Table 4.1

1. Write the number next to the correct drawing:

²This content is available online at <<http://cnx.org/content/m26935/1.1/>>.

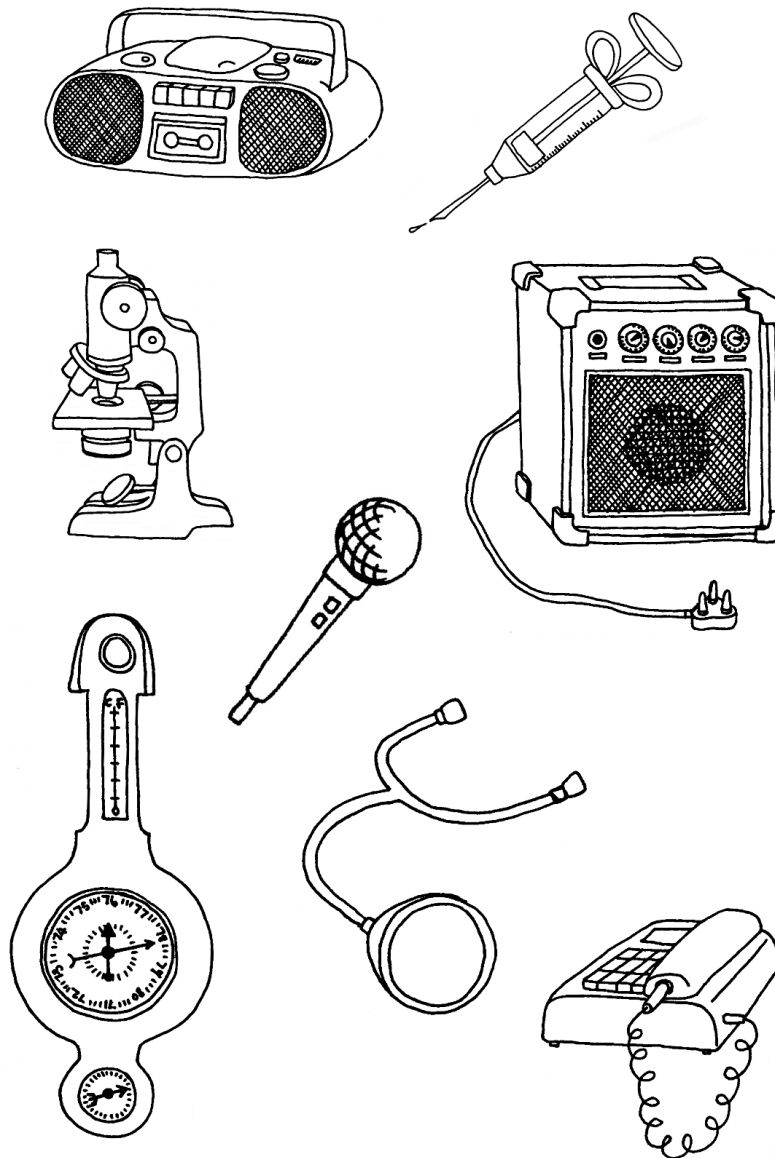


Figure 4.3

1. instrument for measuring atmospheric pressure;
2. device used in sound-reproduction systems;
3. device used to increase the sound of e.g. a musical instrument;
4. used for two-way communications;
5. electrical device used for transmitting speech along a wire;
6. optical instrument used to magnify small objects;

7. used for injecting fluids or cleaning wounds;

instrument for listening to the sounds made within the body.

JUST FOR FUN!

Find out about an inventor or invention and come and tell your group about it!
(not to be assessed)

ACTIVITY 2

TO TAKE PART IN A CONVERSATION ON A FAMILIAR TOPIC [LO 2.1.2]

TO EXPRESS AN OPINION AND GIVE A REASON FOR IT [2.1.3]

TO EXPRESS CAUSE AND EFFECT [5.2.7]

TO EXPRESS OPINIONS AND GIVE REASONS FOR THEM [5.2.8]

TO DISCUSS ADVANTAGES AND DISADVANTAGES [5.2.9]

It is important to start forming your own views. This comes from listening to others and learning to formulate your personal viewpoint.

READ ALL ABOUT IT!



Figure 4.4

‘Cricket Cruncher’ Causes Chaos

Mr Ivan Idea’s newest invention to eliminate crickets has caused much dissension among insect and animal lovers.

His ‘cricket cruncher’ shoes, designed to squash (in his words) “those little black monsters”, have cynics smiling and insect and animal lovers irate. “The man is cruel!” is the general feeling of the public.

What is your opinion? Send us your point of view for publication.



Figure 4.5

State an opinion **against** these crickets.



Figure 4.6

State an opinion **in favour of** the crickets.
 Select an interesting news article.
 Read it and tell what you have read to your partner, the group or your class.
 Is it a good article?
 Why?
 Why did you choose it?
 What is it about?
 If you were a journalist how would you change the angle of the article?

4.2.5 Assessment

LO 2

SPEAKING The learner will be able to communicate effectively in spoken language in a wide range of situations.

We know this when the learner:

- 2.1 interacts in an additional language:
- 2.1.2 takes part in a conversation on a familiar topic;
- 2.1.3 expresses an opinion and gives a reason for it;
- 2.3 uses additional language to communicate information:
- 2.3.4 describes the purpose of something (e.g. a familiar tool and what it is used for);
- 2.4 uses additional language creatively:
- 2.4.1 tells a story;
- 2.4.2 performs poems, songs and simple plays;
- 2.4.4 imagines and describes possibilities.

LO 5

THINKING AND REASONING The learner will be able to use language to think and reason, and access, process and use information for learning.

We know this when the learner:

- 5.2 uses language for thinking:
- 5.2.7 expresses cause and effect;
- 5.2.8 expresses opinions and gives reasons for them;
- 5.2.9 discusses advantages and disadvantages;
- 5.3 collects and records information in different ways:
- 5.3.2 designs, draws and labels maps, plans, charts, graphs and diagrams;
- 5.4 transfers information in different ways:
- 5.4.3 uses information from a chart, graph or diagram to write a text.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

- 6.2 uses language forms and structures to communicate orally and in writing:
- 6.2.7 uses some adjectives as comparatives and superlatives (e.g. bigger than, more expensive than, the biggest, the most expensive);
- 6.2.2 uses subject-verb concord (e.g. I have / she has);
- 6.4 develops own vocabulary:
- 6.4.1 analyses word formation (e.g. drum, drummer).

4.2.6 Memorandum

ACTIVITY 1

1. Remind the learners what this means: **study** the word ;
cover the word ;

spell the word ;
write the word ;
check the word !

The answers are :

sketch ; much ; scratch ; hatch ; fetch ; itch ; duchess ; ditch ; catch ; kitchen

2. Match each invention to its use. This is a very straight forward task. This is a vocabulary task and the words can be used for spelling.

Apply the strateg to this task.

Devise a method to teach this task so that every child is exposed to all the words and everyone participates.
JUST FOR FUN!

Find out about an inventor or invention and come and tell about it!
 (not to be assessed)

This activity is 'just for fun' and to give the children an opportunity to communicate informally. Do not expect them to stand up in front of the class with this oral task. Allow them to work in their groups – very informally. Do not assess.

ACTIVITY 2

Keep these LO's in mind when working on this task. As before, this task is self-explanatory. The aim is to encourage the learners to state their opinions in a logical and confident way.

Extend this activity: each learner brings an interesting news article to school, reads and tells the partner or group members what they have read. (Is it a good article; why; why was it chosen; what is it about?). Let them discuss how they could slant or change the angle of the article. Even better, let the group select one article out of all that were brought by their group members – let everyone try to angle the article differently.

4.3 My own milkshake³

4.3.1 ENGLISH HOME LANGUAGE

4.3.2 Grade 4

4.3.3 TREATS GALORE!

4.3.4 Module 31

4.3.5 MY OWN MILKSHAKE

4.3.6 Activity 1

4.3.7 To complete sentences using appropriate words [LO 6.2.4]

CLOZE PROCEDURE: MEGGIE'S TREAT

- Fill appropriate words in the spaces provided. Hint: Consider the “context”. It helps if you read each sentence first.
- Use your dictionary to help you spell the challenging words.

“Help, Mommy, my toes have ^(1.) to tell you.” said Meggie.

“Please ask your ^(2.) toes to speak a

^(3.) louder?” asked Mrs Rabbit.

“We ^(4.) new shoes!” said Meggie in her

^(5.) wiggly-toes voice.

Meggie was so ^(6.) when her mommy agreed

to take her ^(7.) She waited ^(8.)

³This content is available online at <<http://cnx.org/content/m28907/1.1/>>.

while her mommy was ^(9.).....
 Meggie ^(10.)..... her mommy if she could
^(11.)..... the colour of her new shoes.
 “You ^(12.)..... can.” replied Mrs Rabbit.
 All the ^(13.)..... to Mr Dudley’s shoe store, Meggie
^(14.)..... at her little feet. Mr. Dudley was
^(15.)..... to serve such a polite, young customer.
 “Please ^(16.)..... I have a red and blue size four shoe?”
 asked Meggie. “Oh dear, Meggie. You have it all
^(17.)..... shoes come in pairs, “ said Mr Dudley. “And
 both shoes in a ^(18.)..... are the same colour.”
 Meggie’s face lit up when her mommy thought of an
^(19.)..... idea. She ^(20.)..... the red size
 four shoes and tied blue laces in the one shoe, and red laces in the
 other shoe!
 (*Bunny’s New Shoes* by S. Calmenson adapted by the author)



Figure 4.7

0 - 4 5 - 9 10 - 14 15 - 17 18 - 20 correct correct correct correct correct

4.3.8 Activity 2

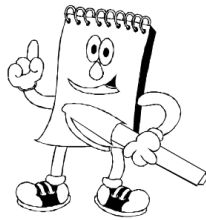
4.3.9 To explain a simple process [LO 2.1.1]

LET YOUR TASTE BUDS DO THE TALKING...

Invent a delicious new milkshake. Work with your fellow Oompa-Loompa friend, bring your ingredients to class and make your yummy creation.

4.3.10 Activity 3

4.3.11 To write out a recipe [LO 4.1.2]



Don't forget to give your
milkshake a "delicious" name
and write out your recipe!



- MY RECIPE -



Figure 4.8

4.3.12 Activity 4

4.3.13 To write a cohesive paragraph [LO 4.4.3]

When we read about food, we usually get rather hungry! Instead of writing down your favourite ‘fudge’ recipe, make up a very special recipe, with your friend: **“for making happy children”**.



Figure 4.9

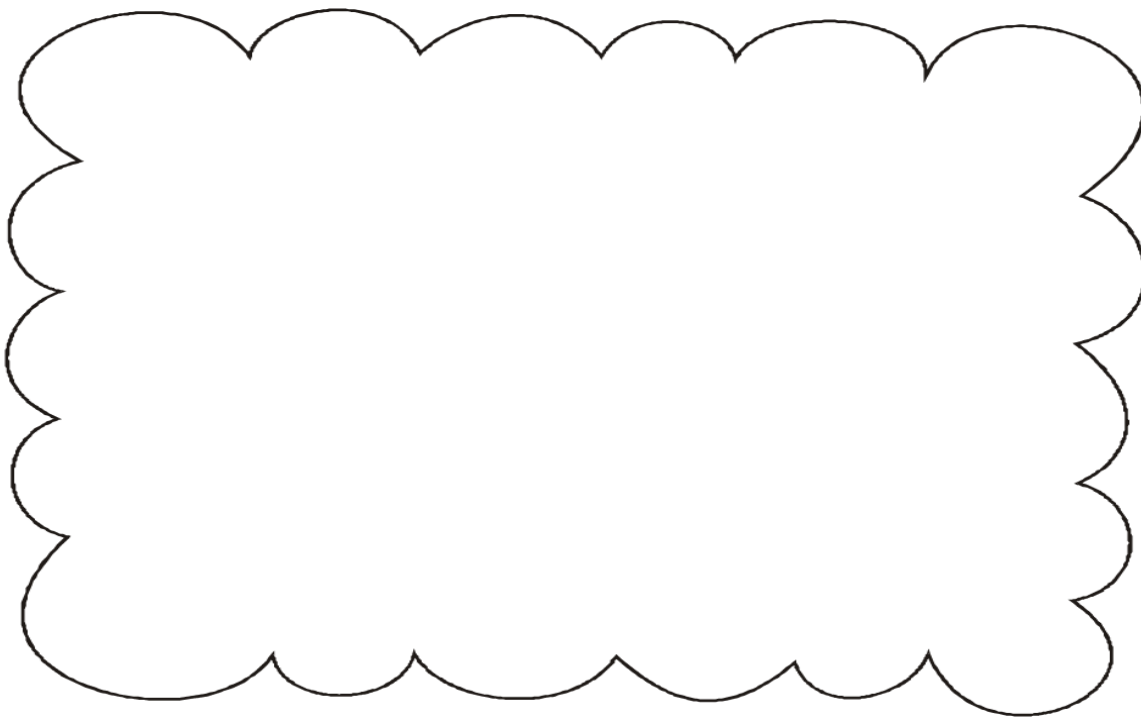


Figure 4.10

Assessment

LEARNING OUTCOME 2: SPEAKINGThe speaker is able to communicate effectively in spoken language in a wide range of situations.

Assessment Standard

We know this when the learner:

2.1 communicates experiences, ideas and information in different contexts for different audiences and purposes:

2.1.1 uses language with ease for interpersonal communication in everyday conversation.

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.1 writes different kinds of texts for different purposes and audience:

4.1.2 writes informational texts, expressing ideas clearly for different audiences (e.g. short reports, instructions);

4.4 applies knowledge of language at various levels:

4.4.3 paragraph level:

uses topic and supporting sentences to develop a coherent paragraph,

uses appropriate grammar, spelling and punctuation.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

6.2.4 uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations).

MEMORANDUM

Activity 1 - Meggie's Treat

1. something
2. tiny
3. little
4. want / need
5. small / desperate
6. delighted, pleased
7. shopping
8. patiently
9. busy, shopping
10. begged, asked
11. choose
12. certainly
13. way
14. looked
15. pleased
16. may
17. wrong
18. pair
19. unusual
20. choose, selected

4.4 The past tense and punctuation⁴

4.4.1 ENGLISH HOME LANGUAGE

4.4.2 Grade 4

4.4.3 TREATS GALORE!

4.4.4 Module 32

4.4.5 THE PAST TENSE

4.4.6 PUNCTUATION

4.4.6.1 Activity 1

4.4.6.2 To learn to use the Past Tense correctly [LO 6.2.6]

Tense

Verbs change their form to show time (tense) when an action is done.

There are three Tenses:

1. PRESENT TENSE (The action is being done now.)

I write

I am writing

2. PAST TENSE (The action has been done.)

⁴This content is available online at <<http://cnx.org/content/m28954/1.1/>>.

I wrote

I was writing

3. FUTURE TENSE (The action will take place in the future)

I shall write

He will write

Write out the sentences below in the past tense:

1. Billy Wonks jumps up and down.
1. Charles finds the fifth golden ticket.
1. The Oupa-Looms sing a merry song.
1. The rhododendron's blossoms are pink, nave and red.
1. Miss Gobblegum chews bubble-gum all the time.
1. Violet screams with fright.
1. The delicious chocolates satisfy the children.
1. Grandpa smokes a pipe.
1. They never fight or kick or punch.
1. They leave you free to cook the lunch.

4.4.6.3 Activity 2

4.4.6.4 To learn about punctuation [LO 4.4.3]

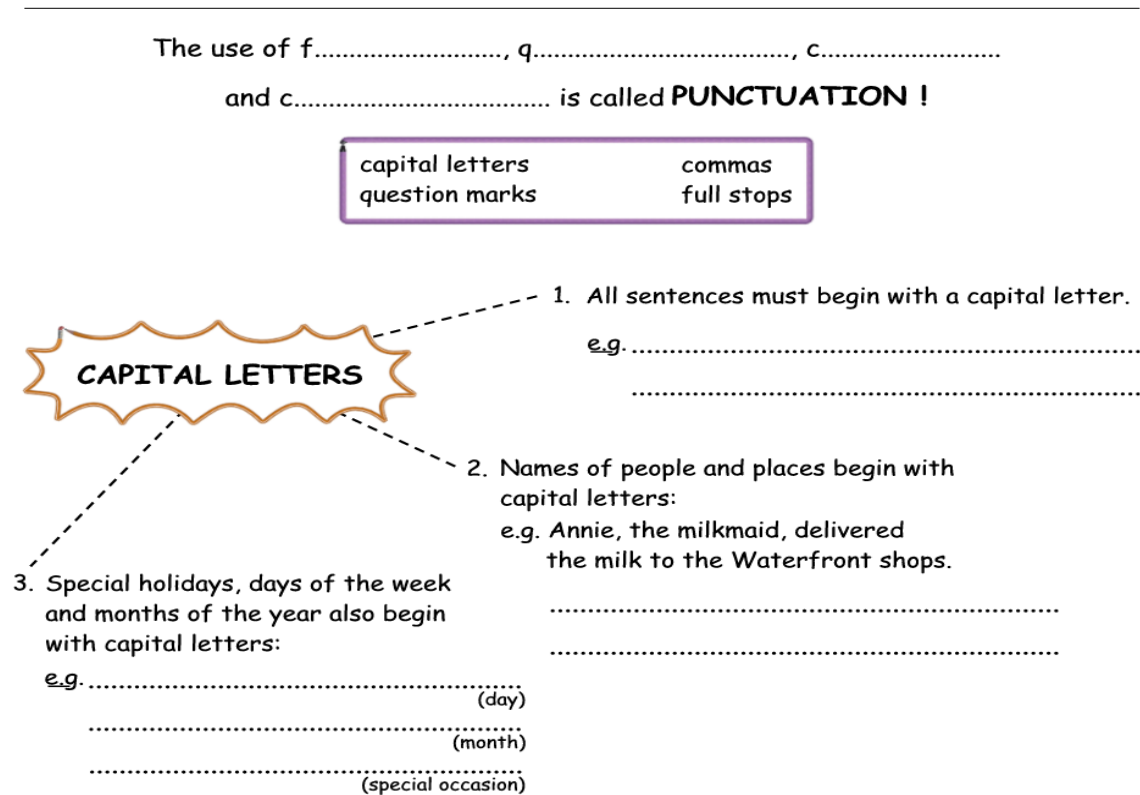


Figure 4.11

Now . . . write out these sentences putting in all the capital letters and full stops.

(a) 1. the grand duke of york, charles, marched his men up the mountain

- table mountain was so high, the men battled to climb it!
- the bells of st clement's said oranges and lemons
- humpty dumpty fell off grant's wall into the rosebush
- jill tumbled after jack in an effort to save him



Figure 4.12

Oops! Needs more A few errors Well Excellent:Concentrate more! practice understood no errors



Commas are important punctuation marks.
They separate one part of a sentence from another
and help us to read properly.

COMMAS:

1. Separate items in a list:
e.g. The old woman kept
hens, cows, ducks
and pigs on her farm.

2. Show a short pause in a sentence!
e.g. After the first stone,
the water rose a little.

Figure 4.13

Rewrite these sentences filling in commas, full stops and question marks:

(a) 1. When I sell the chicks I'll buy a new dress

- The jug was too heavy so she asked her friend to lift it up
- May I have a drink of water please
- The large black raven was extremely thirsty
- The raven filled the jug with stones pebbles and water
- After Jack Horner had eaten his Christmas pie he had forty winks

4.4.6.5 Assessment

LEARNING OUTCOME 4: WRITING The learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.3 paragraph level:

uses topic and supporting sentences to develop a coherent paragraph,

uses appropriate grammar, spelling and punctuation.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.2 works with sentences:

- uses complex tenses correctly (e.g. past progressive – ‘She was watching TV when ...’).

4.4.6.6 Memorandum

4.4.7 Activity 1 - Past Tense

1. Billy Wonks jumped up and down.
2. Charles found the fifth golden ticket.
3. The Oupa-Looms sang a merry song.
4. The rhododendron’s blossoms were pink, mauve and red.
5. Miss Gobblegum chewed bubble-gum all the time.
6. Violet screamed with fright.
7. The delicious chocolates satisfied the children.
8. Grandpa smoked a pipe.
9. They never fought or kicked or punched.
10. They left you free to cook lunch.

Activity 2 (a) Punctuation

1. The **G**rand **D**uke of **Y**ork, **C**harles, marched his men up the mountain.
2. **T**able **M**ountain was so high, the man battled to climb it!
3. The bells of **S**t **C**lenents said, “**O**ranges and lemons”.
4. **H**umpty **D**umpty fell off **G**rant’s wall into the rosebush.
5. **J**ill tumbled after **J**ack in an effort to save him.

Activity 2 (b) Commas

1. chicks, I’ll
2. heavy, so
3. water, please?
4. Large, black, thirsty.
5. stones, pebbles
6. pie, he

4.5 Adjectives and proverbs⁵

4.5.1 ENGLISH HOME LANGUAGE

4.5.2 Grade 4

4.5.3 TREATS GALORE!

4.5.4 Module 33

4.5.5 ADJECTIVES

4.5.6 PROVERBS

A TREAT – FULL OF ADJECTIVES

Adjectives are very special because they make bland sentences descriptive and interesting to read. Once you are able to identify adjectives, you can use descriptive words in your story writing. You will have your readers spell-bound.

4.5.7 Activity 1

4.5.8 To use adjectives in a paragraph [LO 4.4.2]

Read the following passage:

A. Dad parked our car and we carried our belongings to the beach. It was crowded and we were hot. I longed to swim, surf and dig sandcastles, moats and tunnels in the sand.

Now compare it with:

B. Dad carefully parked our hired car and we eagerly carried our belongings to Plettenberg's beach. It was extremely crowded and we were dripping with perspiration. I longed to swim, surf and dig enormous sandcastles, large moats and long tunnels in the soft, sunken sand.

Which paragraph is better?

Why?

Underline all the common nouns in B, in orange. Underline all the adjectives in B. in blue.

What do you notice about the position of the adjectives?

An adjective is a word which tells you more about a

The adjective can be before the noun, e.g. A **pretty** girl.

The adjective can be separated from the noun, e.g. The girl is **pretty**.

Write a descriptive paragraph on **one** of the following:

It is my treat, for you . . .

“Oh Gran, all I would like is . . . “

I was very spoilt, that day!

PROVERBS

A **proverb** is a wise old saying that tells an important truth.

4.5.9 Activity 2

4.5.10 To learn to use proverbs [LO 6.6]

In the following, the proverbs are divided into two parts and the parts are jumbled. Write out each proverb correctly.

⁵This content is available online at <<http://cnx.org/content/m28955/1.1/>>.

1. Too many cooks	a. is a friend indeed.
2. Birds of a feather	b. is worth two in the bush.
3. Honesty is	c. saves nine.
4. A friend in need	d. sweep clean.
5. Every cloud	e. the best policy.
6. A stitch in time	f. flock together.
7. New brooms	g. spoil the broth.
8. Better late	h. there's a way.
9. Where there's a will	i. than never.
10. A bird in the hand	j. has a silver lining.

Table 4.2



Figure 4.14

Explain the meaning of these proverbs or tell a short story to explain them.
Write down any other **proverbs** you know:

4.5.11 Activity 3

4.5.12 To learn the meaning of new words [LO 5.4.3]

PEOPLE \approx WHO TREATS WHAT?

Use your dictionary to help you answer the following:

What do we call . . . ?

1. a doctor who treats problems of the mind -

2. a doctor who corrects irregularities in teeth -
3. a doctor who treats children's diseases -
4. A specialises in the field of x-rays,
5. whereas a treats muscular problems by exercise, massage etc.



Figure 4.15

Which -OR is it?

EDITOR or AUDITOR

1. An decides what his newspaper will publish.
2. An..... checks the accounts for a firm.

PIRATE or PILOT

1. A person qualified to take charge of ships entering or leaving a harbour is a

1. What is the difference between a pedestrian and an equestrian?

A pedestrian

A man who introduces **artistes** at an entertainment show is a com

1. What is an **artiste**?.....

.....
 6. An artisan who fits and repairs pipes is a pl

1. If you had locked yourself out of your car, who would you call?

.....
 BLACKSMITH or LOCKSMITH

4.5.13 Assessment

LEARNING OUTCOME 4: WRITINGThe learner is able to write different kinds of factual and imaginative texts for a wide range of purposes.

Assessment Standard

We know this when the learner:

4.4 applies knowledge of language at various levels:

4.4.2 sentence level.

LEARNING OUTCOME 5: THINKING AND REASONINGThe learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.4 uses language to think creatively:

5.4.3 finds different ways to express ideas using a thesaurus and discusses nuances in meaning.

LEARNING OUTCOME 6: LANGUAGE STRUCTURE AND USEThe learner will know and be able to use the sounds, words and grammar of the language and interpret texts.

Assessment Standard

We know this when the learner:

6.6 uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks).

4.5.14 Memorandum

Activity 1

Common nouns:

Car, belongings, beach, swim, surf, sandcastles, boats, tunnels, sand, perspiration

Adjectives:

Hired, Plettenberg's, enormous, large, long, soft, sunken

An adjective tells you more about a **noun**.

Activity 2

1. g

2. f

3. e

4. a

5. j

6. c

7. d

8. I

9. h

10. b

Activity 3

1. psychologist

2. orthodontist

3. paediatrician

4. radiologist, physiotherapist

Words

1. editor

2. auditor

3. pilot

4. A pedestrian is a person who is walking esp. in a street.

5. Compère: a person who introduces artistes at a variety show.

6. Arsite: a professional performer esp. singer or dancer.

7. plumber
8. Locksmith

4.6 Food sayings⁶

ENGLISH HOME LANGUAGE

Grade 4

TREATS GALORE!

Module 34

FOOD SAYINGS

There are many well-known sayings that mention food. How many of the following sayings do you know?

Do you also know what the sayings mean?

Activity 1

To learn to use idiomatic language [LO 5.1.3]

As nutty as a

Don't cry over spilt

As sour as a

The proof of the is in the eating.

Like chalk and

As alike as two in a pod.

Have your and eat it.

She has a and complexion.

wouldn't melt in his mouth.

Packed in like

As cool as

A land flowing with milk and

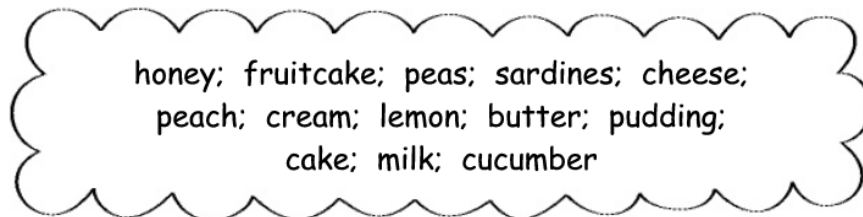


Figure 4.16

Illustrate one or two of the sayings and label them.

SEARCH FOR WORDS

⁶This content is available online at <<http://cnx.org/content/m27788/1.1/>>.

S	A	S	H	C	N	U	R	C	H	E	W	S	Z	L	B
J	W	U	K	O	U	Y	Z	M	T	K	Y	U	M	S	L
Y	B	I	P	N	T	X	T	A	S	A	K	N	I	E	U
R	C	F	M	M	T	W	L	U	S	H	J	S	L	L	E
R	R	R	U	L	Y	O	R	O	P	S	X	H	K	T	B
E	D	U	Q	D	C	F	V	X	Y	K	L	I	M	S	E
B	E	I	S	O	G	N	O	M	E	L	I	N	A	A	R
W	I	T	H	T	U	E	P	J	U	I	C	E	I	C	R
A	F	C	U	O	Z	C	R	E	A	M	H	G	D	D	Y
R	H	A	W	X	N	Z	I	H	A	Z	O	F	E	N	Y
T	G	K	Y	M	A	E	R	C	E	C	I	A	Z	A	E
S	W	E	E	T	S	J	Y	G	F	X	H	C	T	S	D

Table 4.3

Lemon, strawberry, moat, chocolate, nutty, surf, crunch, fruitcake, sandcastles, ice-cream, cream, swim, blueberry, honey, milk, sunshine, juice, chews, fudge, sweets, milkmaid, milkshake, peach

Assessment

LEARNING OUTCOME 5: THINKING AND REASONING The learner is able to use language to think and reason, as well as to access, process and use information for learning.

Assessment Standard

We know this when the learner:

5.1 uses language to think and reason:

5.1.3 infers meanings that are not obviously stated and can explain how the meaning was conveyed.

Memorandum

Activity 1

1. fruitcake
2. milk
3. lemon
4. pudding
5. cheese
6. peas
7. cake
8. peaches, cream
9. butter
10. sardines
11. cucumber
12. honey

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 URL: <http://cnx.org/content/m28438/1.1/>
 Pages: 7-11
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Module: "Quiz"
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 Pages: 11-14
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Module: "Summaries"
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 Pages: 14-18
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Module: "MORE AESOP'S FABLES"
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 Pages: 18-21
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Module: "About creepy stories"

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Pages: 33-39

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Pages: 39-41

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Pages: 41-45

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Module: "I am who I am"

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Pages: 46-49

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Module: "How observant am I?"

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Pages: 50-53

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Module: "About children in some other countries"

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Pages: 53-59

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Module: "Some festive days"
 By: Siyavula Uploaders
 URL: <http://cnx.org/content/m28863/1.1/>
 Pages: 59-62
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Module: "The apostrophe and synonyms"
 By: Siyavula Uploaders
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 Pages: 62-67
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Module: "The jungle olympics"
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 URL: <http://cnx.org/content/m27059/1.1/>
 Pages: 69-72
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Module: "The animal olympics"
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 URL: <http://cnx.org/content/m28875/1.1/>
 Pages: 72-76
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 Pages: 77-79
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Module: "Scripts, poetry, interviews"
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 URL: <http://cnx.org/content/m26963/1.1/>
 Pages: 79-83
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Module: "A letter to my sport hero"
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 URL: <http://cnx.org/content/m27101/1.1/>
 Pages: 84-87
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Module: "Nouns and adjectives"
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 Pages: 87-92
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Module: "Wobblefluffs and Skinnibones"

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Pages: 92-96

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Module: "Compare the Wobblefluffs and Skinnibones"

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Pages: 96-101

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Pages: 101-103

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Module: "Verbs, prefixes and adverbs"

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Pages: 104-109

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Pages: 110-113

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Module: "My book review"

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Pages: 113-115

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Module: "Tucker the strawberry lover"

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Pages: 117-121

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Module: "Words and tastebuds"

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Pages: 121-125

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Module: "My own milkshake"
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 URL: <http://cnx.org/content/m28907/1.1/>
 Pages: 125-130
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Module: "The past tense and punctuation"
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 URL: <http://cnx.org/content/m28954/1.1/>
 Pages: 130-134
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Module: "Adjectives and proverbs"
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 Pages: 135-139
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